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ABSTRACT

This is the second of three books in a series providing a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Useful terms and expressions are taught through crossword puzzles, experience stories, picture sequencing, flip books, word closure and other exercises. This book covers skills and processes relating to emptying trashcans, vacuuming, sweeping, and mopping. Sample form letters to parents, skills profiles, and lists of goals and objectives are included for reproduction. An introductory chapter discusses the program rationale, chapter components, and guidelines for implementing a training program based on this system. Includes 12 references. (PB)

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HOUSEWORK

Words and Chores for Daily Living Skills

BOOK 2

by Anita Marcott Riley, M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

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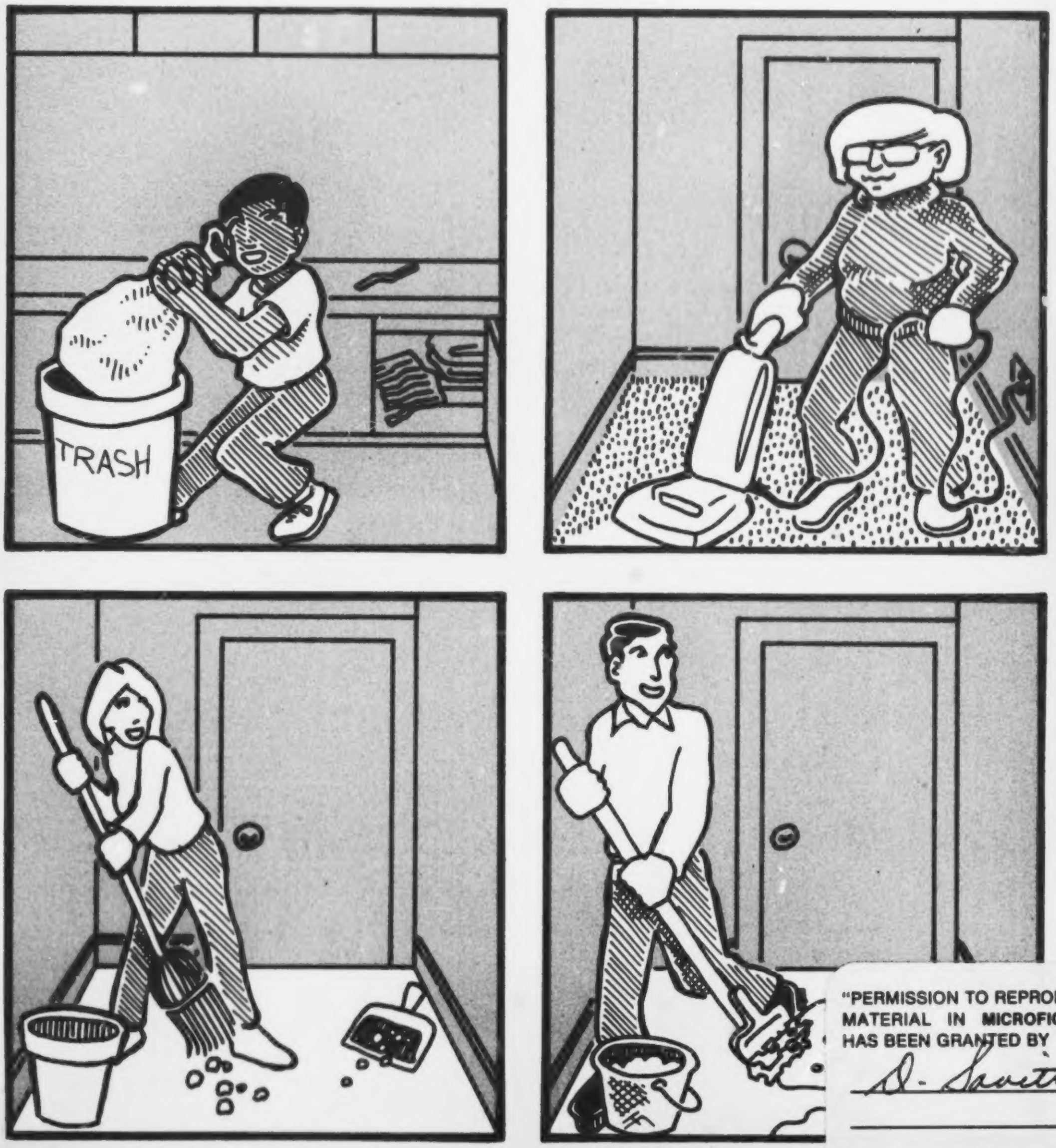

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BOOK 2

HOUSEWORK

Words and Chores for Daily Living Skills

by Anita Marcott Riley, M.A., CCC-SLP
and
Paula A. Farmer Whitted, M.A.

Illustrations drawn under contract
by Howard Fridson

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Publications by Anita Marcott Riley
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Evaluating Acquired Skills in Communication (EASIC) (1984)
Autistic Behavior Composite Checklist and Profile (1984)
After School Communication Activity Book (1987)

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Introduction

In recent years the importance of integrating handicapped individuals into the mainstream of society is increasingly recognized. In the past society has viewed individuals with moderate to severe impairments as having only a limited need of educational and rehabilitative services. Through research, educators have discovered that training these individuals in functional living skills facilitates the transition from institutional living to more self-sufficient environments.

The *Housework* series was developed using research literature and our years of educational experience with mildly, moderately, and severely handicapped individuals. In this series we address the essential housekeeping skills and why they are important. Materials, activities, and possible teaching strategies are described. Because there are only a few functional materials on the market related to housekeeping chores, much of our teaching has required that we develop our own materials. Moderately and severely handicapped individuals need highly structured curricular and instructional approaches; these are presented in *Housework*. A major theme in the series is the importance of a task-analytical approach to teaching. Another point is the practicality and adaptability of the household chores that are included in this series. Each task can be trained in the natural environment or a simulated environment, such as home, school, or workplace. Learning these chores will help individuals to become more independent.

Housework is written for persons who work with moderately to severely handicapped individuals, including adults with aphasia who need to be retrained in basic housekeeping skills after a stroke or cerebral trauma. The involvement and cooperation of family members, working with instructional staff, will effect positive change and learning in this population of handicapped individuals.

Purpose

The purpose of the *Housework* series is to provide a systematic training program of relevant daily living skills for individuals with moderate to severe mental impairment. Materials for assessing, programming, and teaching functional daily living activities are included. The *Housework* books provide a wide range of activities and materials related to a variety of daily living tasks.

Housework Book 1 contains four chapters: Dusting, Washing Tables and Countertops, Washing Windows, and Washing Dishes. *Housework* Book 2 also contains four chapters: Emptying the Trash, Sweeping the Floor, Vacuuming the Carpet, and Mopping the Floor. There are three chapters in *Housework* Book 3: Making the Bed, Doing the Laundry, and Cleaning the Bathroom.

Lessons are provided in each chapter. These lessons incorporate receptive and expressive language. Generally, the simplest lesson within a learning area is given first, and the following lessons progress in difficulty. However, some lessons provide a wide range of complexity within one area and therefore do not allow for strict adherence to a hierarchal format. Annual goals and behavioral objectives are included. Procedures for one to three activities are given in a sequence from easy to difficult. A list of materials needed is provided for each activity. Pictures and worksheets are included for many activities.

Chapter Components

Each chapter contains two letters which explain the individual's current area of work, a series of fourteen receptive and twelve expressive lessons, a Skills Profile, and a form for recording goals and objectives. Some lessons have both a receptive and expressive component. For example, word search puzzles require sight word recognition (a receptive task) and also the circling of those words (a written expression exercise). Crossword puzzles require reading and comprehension of words and clues before the individual is required to copy or write the key word from memory. These two tasks have been placed in the receptive language category because they require a greater amount of comprehension before written expression.

Each *Housework* book contains chapters that help to teach important housekeeping tasks. The instructor will select the most relevant and developmentally appropriate housekeeping tasks for each individual. Several considerations are necessary in making this decision. First, how important will the task be to the individual's independent functioning? Is the task one that should be done daily, weekly, or monthly? Does the task have vocational potential? If the individual learns the task, might it lead to an employment opportunity? Is the task, or one similar to it, a prerequisite for learning and accomplishing future tasks? The developmental level required by the task also must be evaluated. Is the task too easy or too difficult for the individual's current level of functioning?

As an example, chores such as emptying trash, vacuuming, sweeping, and mopping are not essential on a daily basis to maintain a home environment. However, the chores lend themselves to work skills in the community. Therefore, the task may have vocational training potential in work areas such as janitorial cleaning in an office, motel, or hospital. If the individual can carry out the tasks of emptying trash, vacuuming, sweeping, and mopping with minimal supervision, the instructor should schedule these tasks routinely. Repetition and reinforcement may help to strengthen work skills, such as increasing the amount of time the individual can remain on task, improving the ability to follow directions, and developing the individual's knowledge of various formats related to activities used in learning the task.

Although a wide range of activities is provided in each chapter, an individual may not necessarily work on all activities as part of an individualized program. When selecting lessons, it is imperative that the instructor consider the individual's abilities and disabilities, current functioning level, projected potential, interests, and need for training in specific areas. A person with a severe impairment may not ever have the need or the ability to work on a crossword puzzle; however, it might be essential for that individual to learn to recognize the objects needed for a task and be able to follow sequenced picture directions. An adult stroke patient may be able to recognize the objects needed for the task but may need practice in sequencing the steps and pictures. That individual also may need to practice reading and understanding the meaning of written words associated with the task; activities such as the crossword puzzles will provide opportunities for that practice.

Another important consideration is whether adjustments must be made within any given activity or lesson to meet individual needs. For example, the arrangement of sequenced steps in a task may not coincide with the procedure commonly used in the individual's environment; or an individual's physical disabilities might preclude using the steps in the arrangement given in the text. If procedures are changed, it is essential that all persons working with the individual decide on the order in which the steps should be implemented. Everyone involved in training must then use the same sequence of steps and procedures so that consistency is provided and optimal learning is facilitated. Sometimes it is helpful to change the terminology given in the text. Regionalisms, ethnic differences, and family preferences in words used to refer to specific items must be considered. It is imperative that the terms used with the individual be those that are most familiar and frequently heard in the environment.

The instructor must appraise a number of things before beginning a training program. Individual abilities must be assessed and needs must be prioritized. Once a housekeeping task has been selected, the individual's skills can be assessed, using the Skills Profile provided in each chapter. The instructor presents relevant activities from the chapter. The individual's performance is appraised and scored as Skill Accomplished, Skill Emerging, or Skill Not Yet Developed. Performance of 90% or better is generally considered as an accomplished skill; those activities which are performed at a 40% to 90% range are usually considered to be emerging; and those in which the individual scores lower than 40% range are assessed as skills not yet developed. Based on this performance information, the instructor then prioritizes and selects those goals, objectives, and activities that are most appropriate to the individual's ability, potential, and needs. The instructor then checks the selected goals and objectives and specifies the criteria for performance by filling in the appropriate spaces in the Goals and Objectives sheet.

Description

In the following paragraphs, each component within the chapters is described briefly. This information will enable the instructor to quickly evaluate the appropriateness of a page or lesson without reading through the entire text.

Letter #1—A reproducible letter written to parents, family members, or residential training or group home staff, using the pronoun "we" as a group or class, to explain current work and lessons.

Letter #2—A reproducible letter to family or significant caregivers from the individual, written in the first person ("I"), explaining current work and lessons.

Vocabulary List—A list of relevant words and an illustration depicting objects involved in the task. The vocabulary may be modified to conform to individual or regional differences in terminology.

Steps—A task-analyzed skill is broken into a sequence of small steps which are written and illustrated in the Flip Book. Pictures of the steps contained in the Flip Book must be duplicated for individual use. It may be helpful to color the pictures, mount them on poster board, laminate them, and then assemble the pictures on a ring. The Flip Book pictures and Steps may be modified or rearranged to coincide with procedures used in the environment or to meet individual needs due to physical or other disabilities.

Receptive Language Tasks

1. Object Recognition—Activities to teach the individual to recognize objects when they are named, given a limited choice of items.
2. Recognition of Objects Needed for a Routine Task—Activities to teach the individual to recognize objects needed for the task and discriminate those that are unrelated.
3. Picture Search—A worksheet that requires the individual to recognize and discriminate pictures of items needed from those unrelated to the task. The individual is required to circle the appropriate pictures.
4. Recognition of Action Pictures—An activity that requires the individual to recognize action pictures from a sequenced picture book, called a Flip Book. The individual is given a choice of three pictures at a time.
5. Follow Single-Step Directions—An activity that requires the individual to complete the task, one step at a time, when given oral directions and pictures from the Flip Book.
6. Respond to Simple Questions—An activity that requires the individual to respond to a series of questions relevant to the task by choosing the correct Flip Book pictures. Two levels of difficulty are included on the Simple Questions worksheet.
7. Follow Sequenced Picture Directions—An activity that requires the individual to carry out the task when provided with a Flip Book containing sequenced pictures that illustrate the steps of the task.
8. Picture Sequencing—A task that requires the individual to arrange pictures from the Flip Book in the appropriate order. The number of pictures presented at one time can vary with the individual's ability.

9. Word Search—A worksheet that requires the individual to recognize and discriminate between words that name items which are related to the task from unrelated items. The individual is required to circle the appropriate words. Then the correct words are copied on the bottom of the page.
10. Word Closure—A worksheet that requires the individual to fill in the missing letters of words related to the task. There are three levels of difficulty.
11. Word, Phrase, or Sentence Match—An activity that requires the individual to match picture cards to correlated words, phrases, or sentences.
12. Word Search Puzzles—Activities that require the individual to recognize and circle task-related words within puzzles. There are three levels of difficulty.
13. Crossword Puzzles—Worksheets that require the individual to fill in the missing words. There are three levels of difficulty. Level 1 requires copying the words only; Level 2 requires the individual to read the word and clue, then copy the word in the appropriate space; and Level 3 requires the individual to read the clue, think of the appropriate word, and write it in the proper space.
14. Shopping and Understanding Money—An activity that requires the individual to use an illustrated shopping list, select items from a simulated store, and pay for the items, using small amounts of money.

Expressive Language Tasks

1. Label Objects or Pictures—An activity that requires the individual to use an expressive communication system to name objects and pictures of objects that are related to the task.
2. Request Objects Needed for a Routine Task—An activity that requires the individual to use an expressive system of communication to ask for necessary objects.
3. Label or Request Actions—An activity that requires the individual to express action words to describe real or pictured actions from the Flip Book.
4. Express Action Steps, Using a Word, Phrase, or Sentence—An activity that requires the individual to describe real or pictured actions using words, phrases, or sentences.
5. Answer Simple Questions—Activities that require the individual to use an expressive system of communication to respond to simple questions. There are two levels of questions.
6. Request Objects, Using a Sentence—Activities that require the individual to use a sentence format of expressive communication when requesting objects needed to carry out the task.

7. Request Help—Techniques to facilitate the individual's spontaneous requests for help when carrying out the task.
8. Indicate Completion--Techniques that require the individual to use an expressive communication system to indicate when a task has been completed.
9. Request Information--Activities that facilitate the individual's spontaneous and appropriate requests for needed information when carrying out the task.
10. Express Varied Sentence Structures and Pragmatic Functions—Activities that facilitate the individual's use of varied sentence structures for different communication purposes.
11. Express and Read an Experience Story—Simple stories about the individual's experiences when carrying out the task. The individual is required to use an expressive communication system to tell the story.
12. Name Coins and Express the Value of Money—An activity that provides a simulated shopping experience. The individual is required to express money-related concepts.

Recordkeeping Forms

Skills Profile—A chart of all the receptive and expressive lessons which provides a system for scoring the individual's performance, scored using the categories of Skill Accomplished, Skill Emerging, and Skill Not Yet Developed. Space is provided for recording data for five evaluation periods.

Goals and Objectives—A series of annual goals and performance objectives that correlate with all lessons provided in the chapter. It provides a quick system for checking off desired goals and objectives, which allows for immediate planning of an individualized program by the instructor.

Rationale

The need to learn daily living and domestic skills is critical for individuals with moderate to severe mental impairment. This is particularly true in community living, rehabilitation, and special education facilities.

Successful integration into the community involves more than just moving into new living facilities. A lack of domestic skills is a key factor in an individual's failure to adjust to community living (Crnic and Pym 1979; Nihira and Nihira 1975; Schalock and Harper 1978). Educators and vocational training specialists agree that moderately and severely impaired individuals must receive equal amounts of domestic daily living training and vocational education (Wehman, Renzaglia, and Bates 1985; Boyan 1978; Cuvo and Davis 1981). Also, the more severe the individual's impairment, the greater the need for domestic skills training prior to placement in a community living facility. The curriculum for moderately to severely impaired individuals should be largely that of domestic skills training, and training should begin at a very early age (Boyan 1978).

Domestic skills training should occur not only at the secondary but also at the elementary level (Boyan 1978; Crnic and Pym 1979; Cuvo and Davis 1981; Nihira and Nihira 1975; Snell 1981). It is imperative that this training be done in a logical and systematic manner in order to provide the best opportunities for success. Wehman, Renzaglia, and Bates (1985) outlined a nine-step hierarchy necessary for delivering relevant domestic and daily living training to moderately and severely impaired individuals. It included:

1. The need for assessing current and potential home settings and the skill requirements for each setting.
2. Assessment of the individual's current functioning skill levels.
3. A prioritized list of skills to be trained.
4. A task analysis of the priority skills.
5. Identification of the instructional setting and materials.
6. An instructional program.
7. A means of evaluating progress.
8. Placement of the individual into a community domestic setting.
9. Training generalization and skill maintenance follow-up.

A number of critical elements outlined in this nine-step hierarchy have been incorporated in the *Housework* series. A task analysis is included in each chapter; therefore, each specific housekeeping chore being taught provides the instructor with one method for assessing the individual's current level of functioning. Documentation of the assessment might be recorded on either the Data Chart or the Skills Profile. The *Housework* series provides a variety of activities related to the actual housekeeping chore. These vary from the simple task of object recognition to the complex task of reading experience stories. An individual's performance can be evaluated and the results indicated on the Skills Profile. The instructor must examine and prioritize those skills that are necessary for the individual to learn. Then, appropriate goals and objectives can be selected from the list provided at the end of each chapter and correlating activities can be chosen from the text. The goals, objectives, and activities must be within the individual's developmental range. As the activities are carried out, progress can be monitored through the use of data charts. Materials and worksheets are designed to be shared with the individual's family or significant caregivers. This will facilitate generalization into the individual's home environment.

Implementing a Training Program

1. *Assessment*
   The instructor must evaluate an individual's current level of functioning in basic housekeeping tasks. Formalized tests may be used, including *Skills to Achieve Independent Living (SAIL)* (1979), *Independent Living Skills Inventory* (Vogelsberg et al. 1980), and *Description of the Living Environment Needs Inventory (LENI)* (Johnson). The instructor also may evaluate informally the individual's competencies on a specific task, using the Skills Profile or the Steps worksheet with a data sheet. Input from family and significant caregivers is essential in acquiring an accurate assessment of the individual's functioning level. This information should be incorporated with other formal and informal assessment data to acquire an accurate picture of the individual's overall abilities.

2. *Prioritizing Skills for Training*
   The instructor must evaluate an individual's developmental level and functional abilities in carrying out a task when prioritizing the housekeeping skills to be taught. The individual's current and projected needs and potential for learning a specific task also must be considered. The value of a task as a vocational skill and its status as a prerequisite skill for future tasks also are valid considerations. Input from family and caregivers is essential in developing the most relevant skill priority list.

3. *Realistic Materials and Natural Environment*
   An individual's home is the place where most functional skills are used. That environment or one that is a close simulation are the most appropriate training facilities to provide an individual with the best opportunity for success. It also is important to use as many real materials as possible when teaching a task. This will minimize the need for extensive maintenance and skill generalization.

4. *Cross-Environmental Training*
   It is highly improbable that a severely impaired individual will learn to initiate and generalize a task unless training has taken place in a variety of settings with variable prompts and natural stimuli. Therefore, it is imperative that any task learned in an educational or training facility also must be implemented and generalized into the individual's home and work environments. Training in several pertinent locations is called a cross-environmental approach. This model is recommended by many researchers and specialists in both rehabilitation and special education.

5. *Role of Instructor, Support Staff, and Families*
   Training that takes place in both the classroom and the individual's natural environment is called the classroom-community model (Wehman, Renzaglia, and Bates 1985). An integrated therapy approach is recommended to facilitate successful involvement of support staff in that model. Various support staff provide extensive in-service training and suggestions for functional integration of therapy activities into daily routines for the teaching staff, trainers, family members, and significant

caregivers. In-service training helps to minimize problems in the area of generalization. It also facilitates family involvement in the special education student's Individual Education Plan required by P.L. 94-142.

6. *Task Initiation and Maintenance*
   Once a skill is learned and has been generalized, it is important that it be maintained on a regular basis. It also is important that the individual learn to recognize when the task needs to be carried out and initiate it at that time. This might be done on a scheduled basis for more severely impaired persons or through recognition of environmental cues for an individual who is less impaired.

7. *Task Analysis*
   The use of pictures to illustrate tasks is a successful approach for teaching moderately and severely impaired individuals simple domestic tasks such as cooking, cleaning, and making beds (Robinson-Wilson 1977; Spellman et al. 1978). The *Housework* series provides eleven chapters of task-analyzed illustrated Flip Books and Steps worksheets. The Flip Books contain illustrations of how to carry out the chores; a simple text accompanies the pictures. Initially, the individual must be taught how to use the Flip Book while carrying out each step of the task. Once an individual learns the mechanics of each step, can relate the Flip Book picture to the appropriate action, and can proceed from one picture to the next, it is likely that the individual can learn to carry out the task with little or no supervision. Even nonreaders can be successful when using a pictorial task-analysis approach.

8. *Forward and Backward Chaining and Cluster Training*
   It may be easiest to teach a task using forward or backward chaining or to train clusters of steps when a task has many steps.

   In forward chaining, one step is taught until criterion is reached. Then a second step is added. Once the first and second steps are combined and taught to criterion, a third step is added. This format is followed until all steps are mastered.

   Similarly, backward chaining teaches the last step first until criterion is reached. The next-to-last step is then added on and both are taught to a specified criterion level. This procedure is followed until all steps are chained together in reverse order. One advantage of backward chaining is that the individual always completes the task by finishing the last step or steps of the task and therefore experiences success.

   Another method is to teach a cluster of steps to a criterion level. Once the criterion is met, the next cluster of steps is chained or added. This procedure is used until all steps have been mastered.

   It is important to compare training procedures such as forward and backward chaining or cluster training in order to establish the most successful approach for the individual.

9. *Modeling*
   In modeling, the instructor performs the task while the individual observes. It is important to present a model when first teaching a task. Once the individual is familiar with the task, use modeling only when prompts and cues are ineffective.

10. *Prompts and Cues*
   Prompts or cues are frequently used to support and facilitate the learning process. They can range from the very intrusive use of manipulation and physical prompts to an unobtrusive look, pause, gesture, or word. It is important for the instructor to develop a hierarchy of cues which are appropriate for the individual and relevant to the task. When training, the instructor should use the least intrusive prompts possible, which then are reduced and eliminated until the individual can carry out the task independently.

11. *Reinforcement*
   It is important for the instructor to praise the individual for attempting or completing a task, using age-appropriate reinforcers. The more severe the individual's impairment, the more concrete the reinforcement must be. Food, tokens, and stickers are examples of that type of reinforcer. It is desirable to use more natural reinforcers, such as verbal praise, whenever possible. The use of normalized language when giving compliments helps the individual learn to appreciate normal social interactions.

12. *Data Collection*
   In many learning activities, it is important to collect data on the individual's performance and record that information on a data chart. This will provide the instructor with feedback on the success of the training program over a period of time. It also may provide useful insights into problem areas, give information about learning styles, and pinpoint types of cues that are effective for the individual. The instructor may decide to alter the manner in which a task is presented or the reinforcers used, based on the data collected. A Data Chart is provided. (See page 299.) It may be necessary to adapt this chart or develop a system that is more relevant to the needs of the individual.

13. *Precautions and Safety Measures*
   It is important to teach and follow safety precautions when training an individual in housekeeping skills. Cleaning products, sharp utensils, and electrical appliances all present potential hazards. The instructor must be sure the individual will not eat harmful items or put them near the mouth. Safe substitute cleaners, such as vinegar water, should be used until the instructor is sure the individual can safely handle cleaning products. The individual must be taught proper procedures for handling sharp utensils and electrical appliances. Close supervision is essential when teaching the use of these items.

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Chapter 1

Emptying the Trash

Letter #1 to Parents or Significant Caregivers

Dear ______________________________ ,

Emptying the trash is a chore that must be done regularly. Wastebaskets often get full after a meal or a job that has a lot of scraps. It is important to empty wastebaskets often, so garbage doesn't spill onto the floor and make a mess that smells bad.

As we carry out this chore, we talk about our work, using our new vocabulary and best sentences. All the important words we are learning are written on the worksheet, Vocabulary List for Emptying the Trash. You can help us to look at the picture on that worksheet and find all the things named in the vocabulary. The steps that we will use are listed on the worksheet, Steps for Emptying the Trash. We will be learning and practicing these steps in a number of activities that teach different parts of the task. Activity worksheets will be sent to you regularly. They will tell us how to do activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice this task often and in a variety of places. We can empty the trash after meals, when we have completed a cleaning job that has lots of garbage, and after we finish arts and crafts projects. We must learn to judge when the wastebasket is full. We must seal the trash bag with a tie and then learn where to put the bag of trash. It is also important to learn basic safety procedures, such as how to handle potentially dangerous objects in the trash. We will remember to practice good hygiene by washing our hands after touching the trash. When we have finished, please help us evaluate the job we have done. We also need to talk about our work and be praised for our good efforts. This will give us a sense of worth and a feeling of pride.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ______________________________ ,

I am learning how to empty the trash. I am also learning the vocabulary that is needed in carrying out the task.

It is important for me to empty the wastebaskets often so garbage doesn't spill onto the floor and make a mess that smells bad. I am learning to recognize when this chore needs to be done, rather than depending on others to tell me when to do it. This will improve my independence. As I carry out the chore, it is helpful to talk about my work, using the new vocabulary and good sentence structure. All the important words I am learning are written on the worksheet, Vocabulary List for Emptying the Trash. You can help me look at the picture on that worksheet and find all the objects on the vocabulary list. The steps necessary for carrying out the task are written on the worksheet, Steps for Emptying the Trash. I will learn various parts of the task by following these steps in different activities. Activity worksheets will be sent to you regularly. They will tell how to do the activities. Please keep the worksheets in a folder so that they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice this task often at home, especially at appropriate times. I must seal the trash bag with a tie, and I also must learn where to put the bag of trash. It is important for me to learn basic safety procedures, such as how to handle potentially dangerous objects in the trash. I must remember to practice good hygiene by washing my hands after touching the trash. When I am finished, help me evaluate the job I have done. It is helpful for me to talk about my work and be recognized for my part in keeping our home clean. This will give me a sense of worth and a feeling of pride.

____

(Individual's name)

____

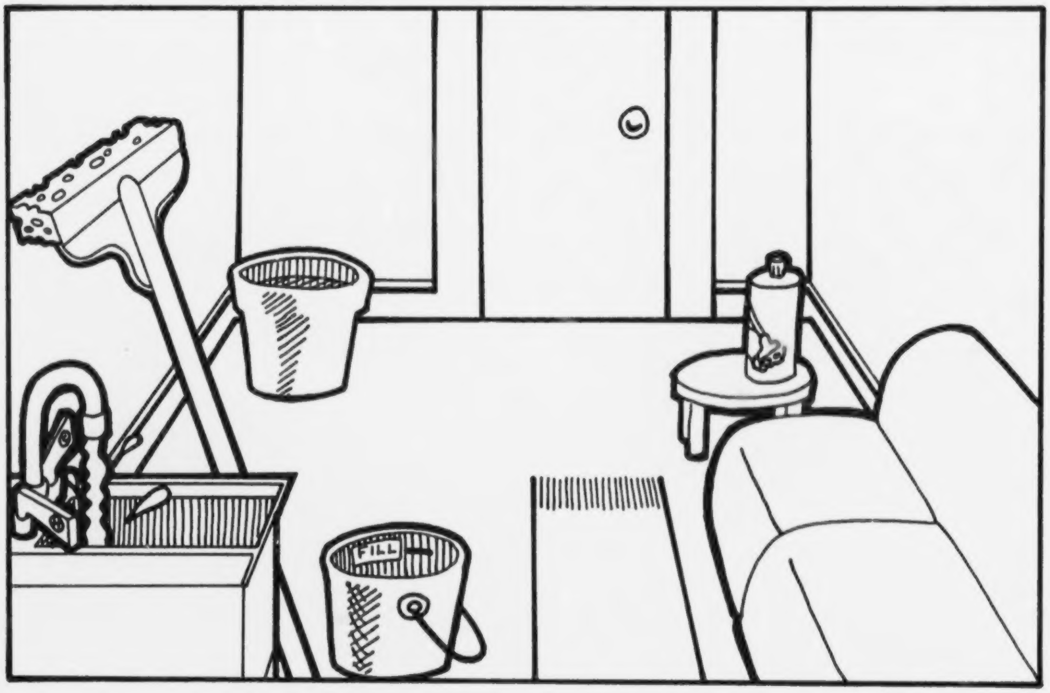
(Staff member's name)

Vocabulary List for Emptying the Trash

trash can
garbage can
wastebasket
garbage bag
trash bag
trash can liner
plastic liner
tie
trash barrel

dumpster
rim
remove
open
close
empty
full
inside

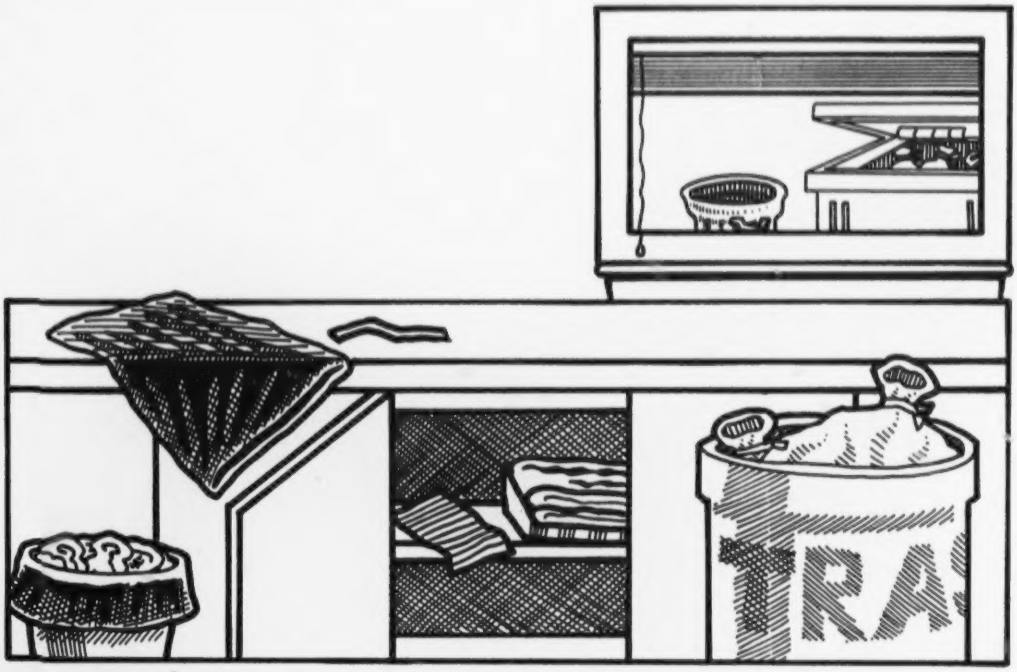
outside
clean
take
get
twist
wrap
lift
pick up



Steps for Emptying the Trash

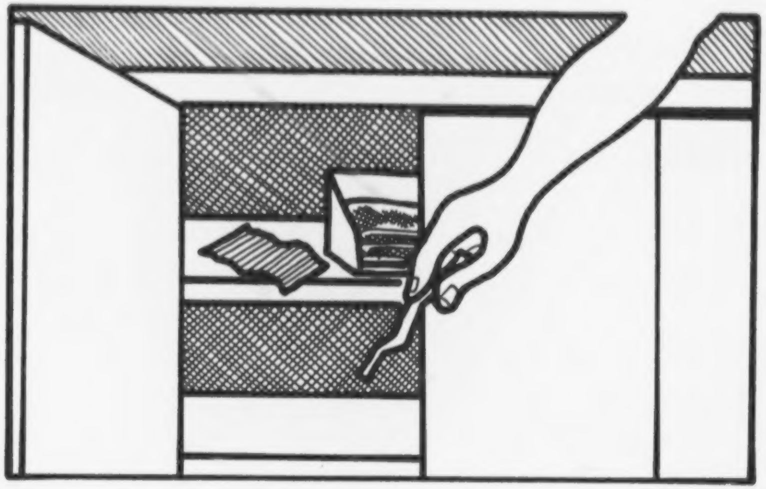
Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get a trash bag tie.
2. Take the full trash bag out of the wastebasket.
3. Twist the top of the trash bag to close it.
4. Wrap the tie around the top of the trash bag.
5. Twist the tie to keep the trash bag closed.
6. Remove the trash bag to the outside garbage can (or the trash barrel).
   OR
   Remove the trash bag to the dumpster.
7. Get a clean trash bag.
8. Open the clean trash bag.
9. Put the open trash bag in the wastebasket.
10. Fold the top edges of the trash bag over the rim of the wastebasket.
11. Put the wastebasket in its usual place.



Steps for Emptying the Trash

1



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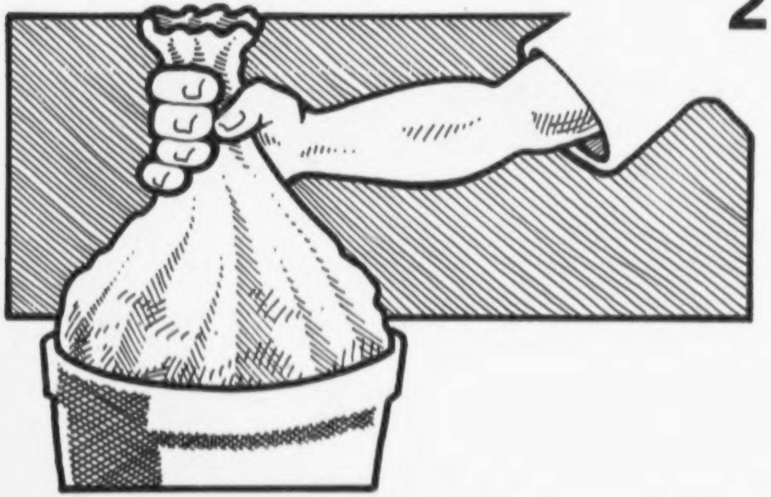

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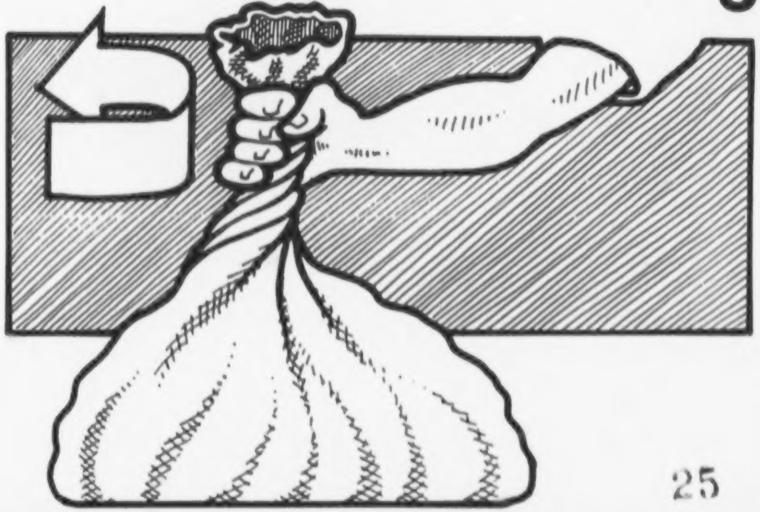
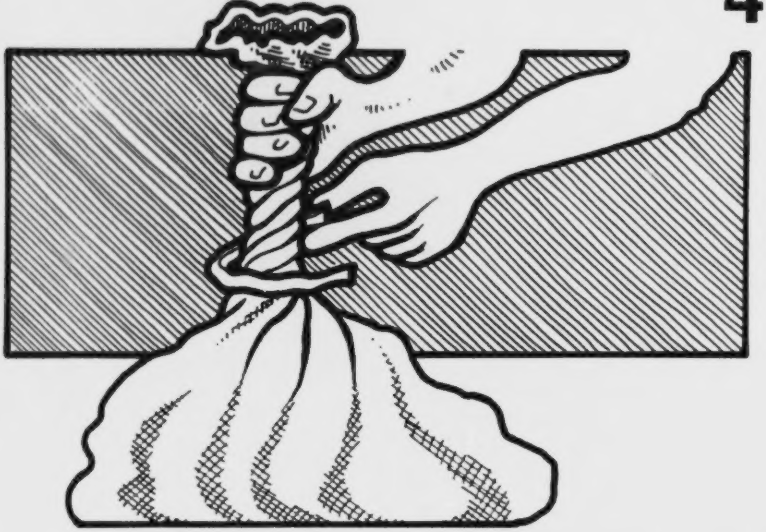


1. Get a trash bag tie.

3. Twist the top of the trash bag to close it.

2. Take the full trash bag out of the wastebasket.

4



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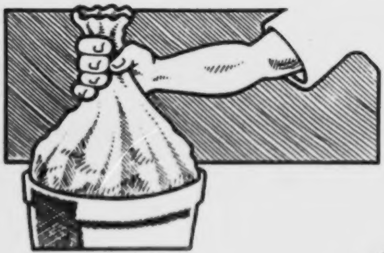

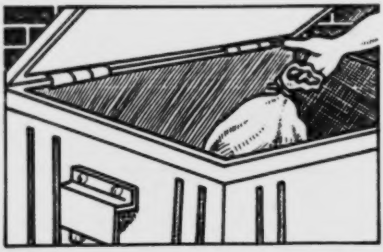

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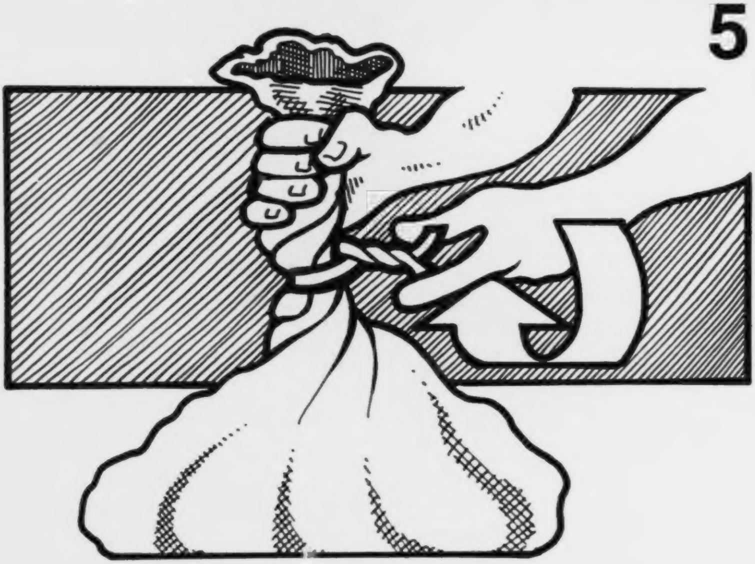

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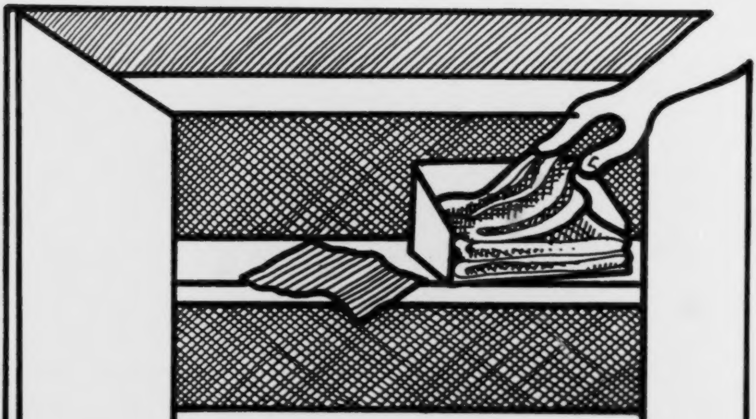


5. Twist the tie to keep the trash bag closed.

7. Get a clean trash bag.

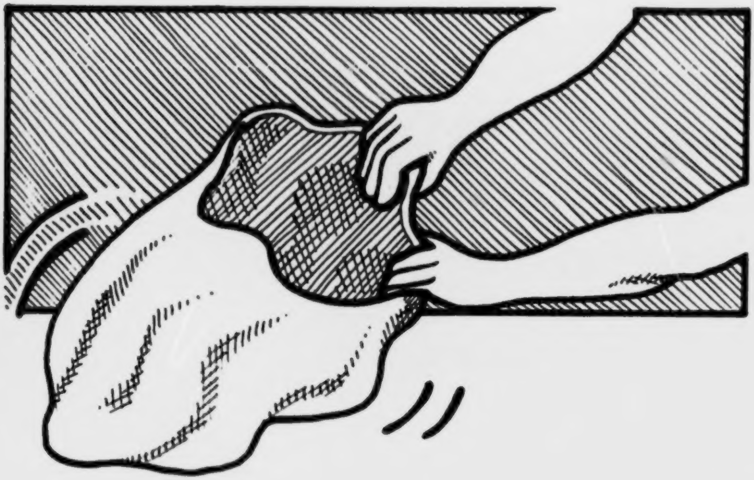
4. Wrap the tie around the top of the trash bag.

6. Remove the trash bag to the outside garbage can (or the trash barrel).

   OR

   Remove the trash bag to the dumpster.

8



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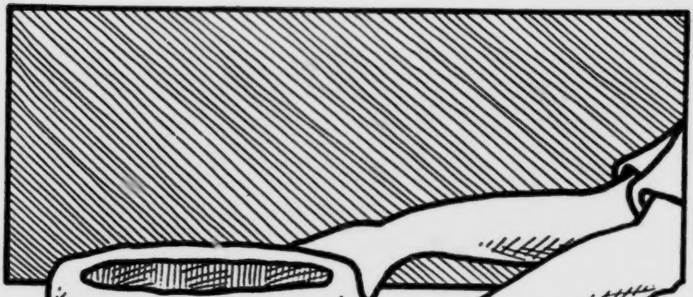

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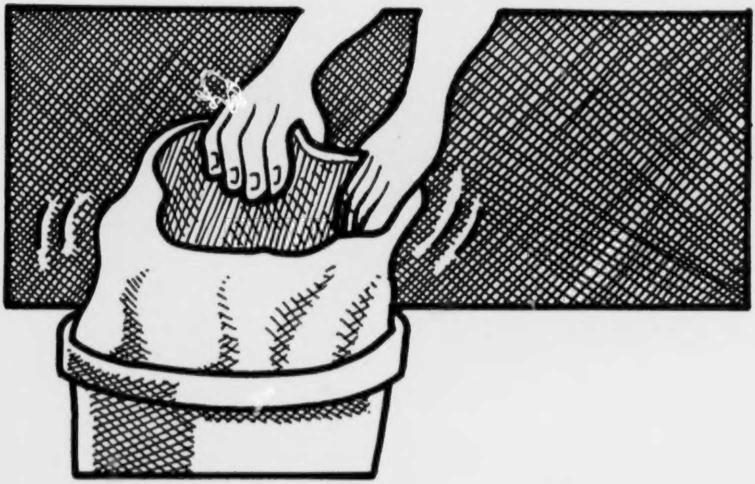

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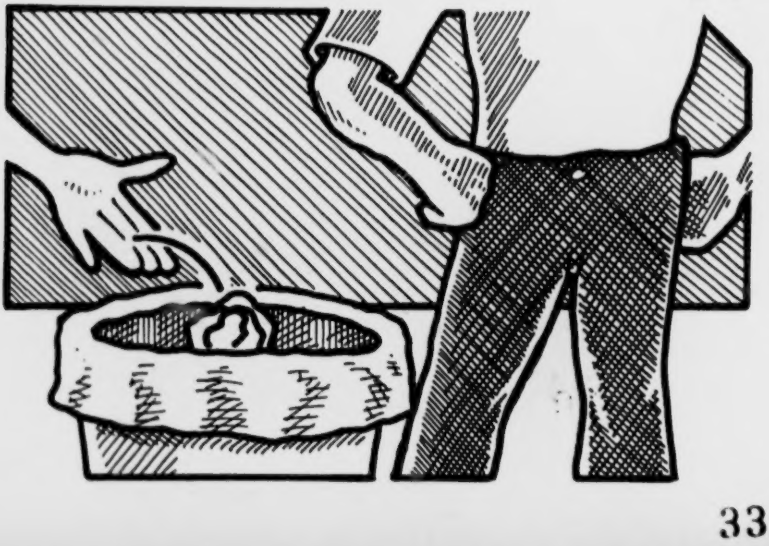


9. Put the open trash bag in the wastebasket.

11. Put the wastebasket in its usual place.

8. Open the clean trash bag.

---

10. Fold the top edges of the trash bag over the rim of the wastebasket.

Object Recognition

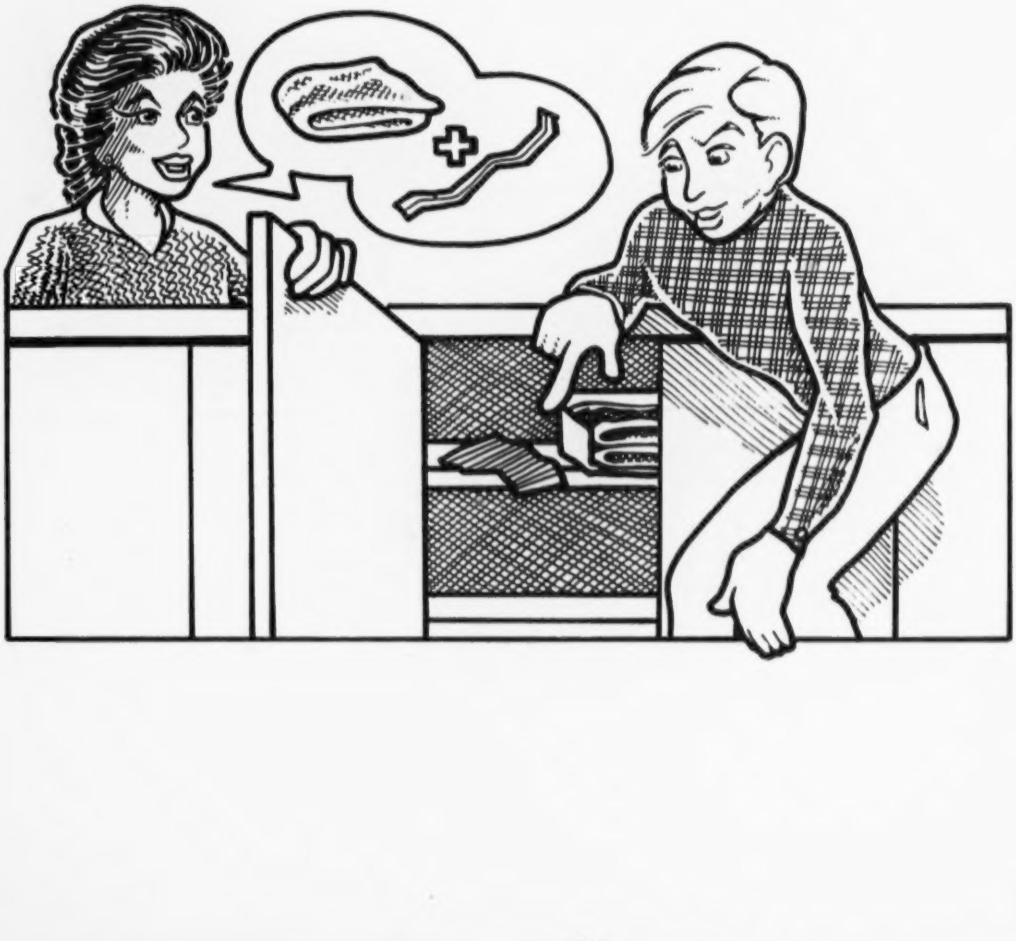
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in emptying the trash when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 17)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.



Recognition of Objects Needed for a Routine Task

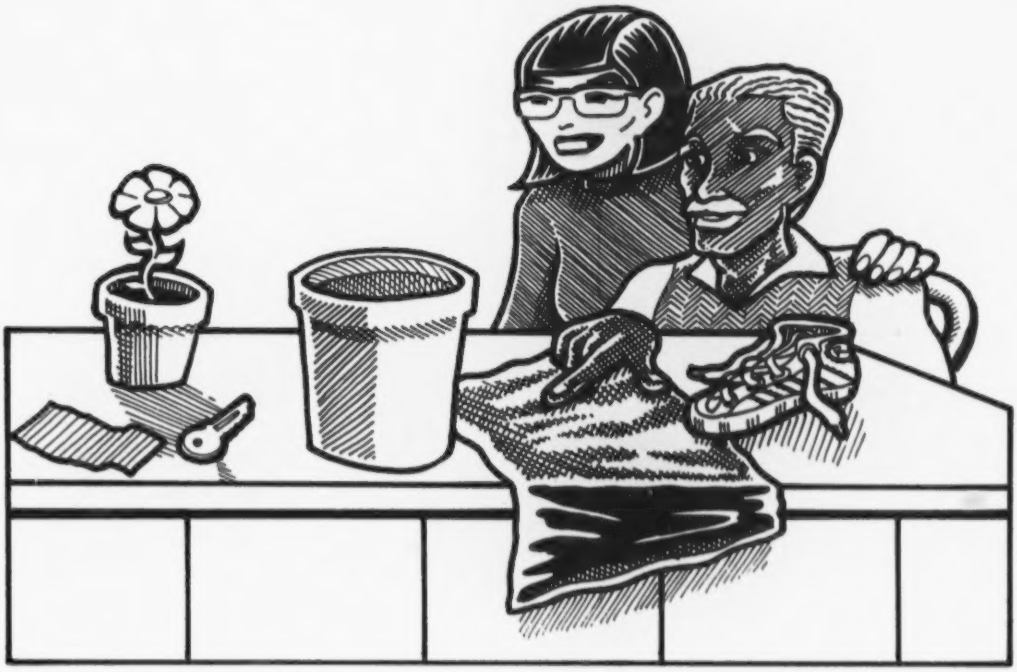
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of emptying the trash.

MATERIALS: Objects used for the task (See Vocabulary List, page 17)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to emptying the trash and others unrelated to the task. Direct the individual to "Find the ones we use to empty the trash."
2. Direct the individual to "Find the things needed to empty the trash." Have the individual find the items in their normal storage places.



Picture Search

GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in emptying the trash, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

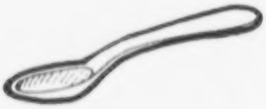
ACTIVITIES:

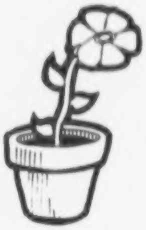
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in emptying the trash. Do not use the real objects unless the individual needs help.

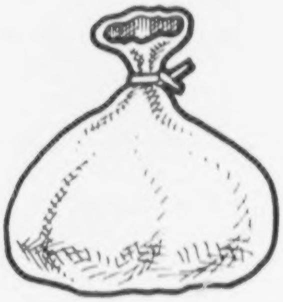
Emptying the Trash
Picture Search Worksheet

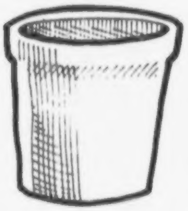
Name ______________________________

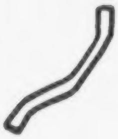
Look at the pictures below. Find the things you use to empty the trash. Draw a circle around those pictures.

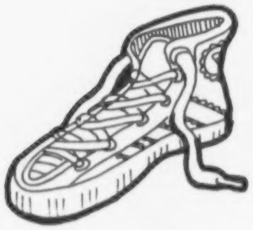


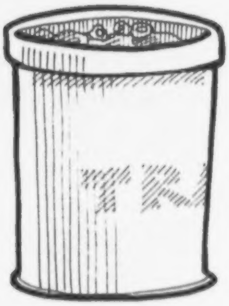


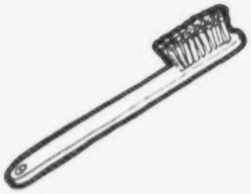


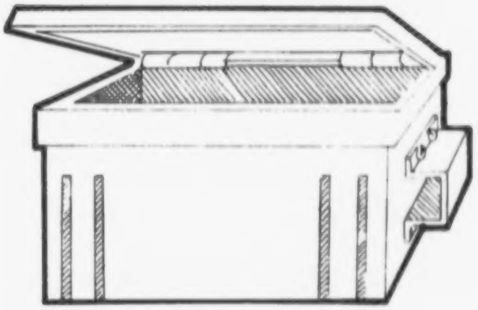


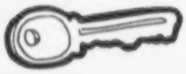












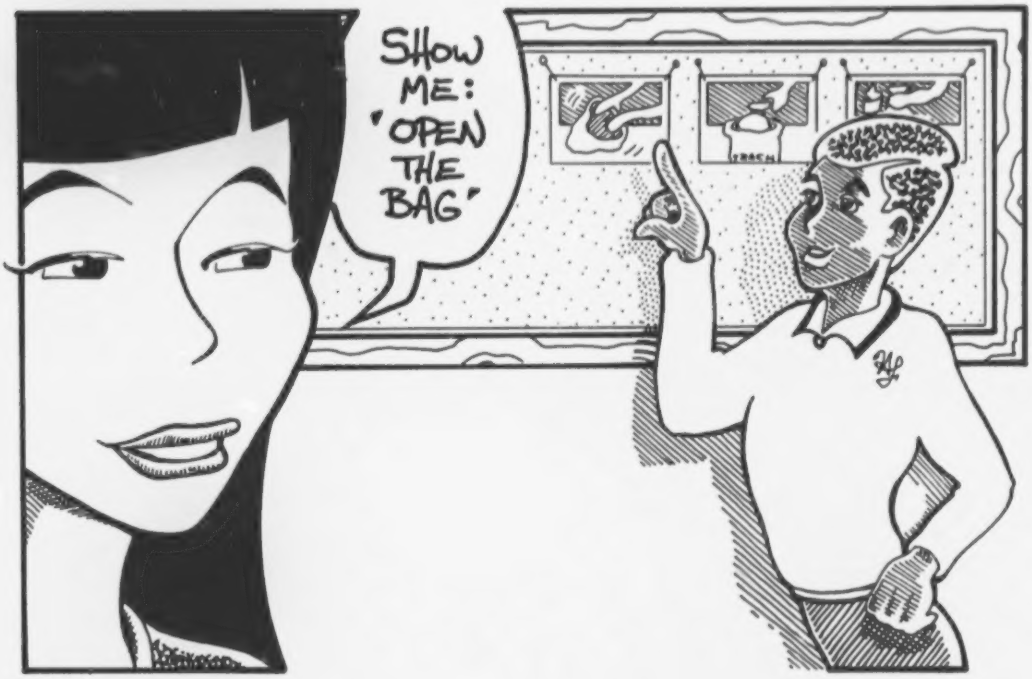
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with emptying the trash, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


SHOW ME: 'OPEN THE BAG'
TRASH

Follow Single-Step Directions

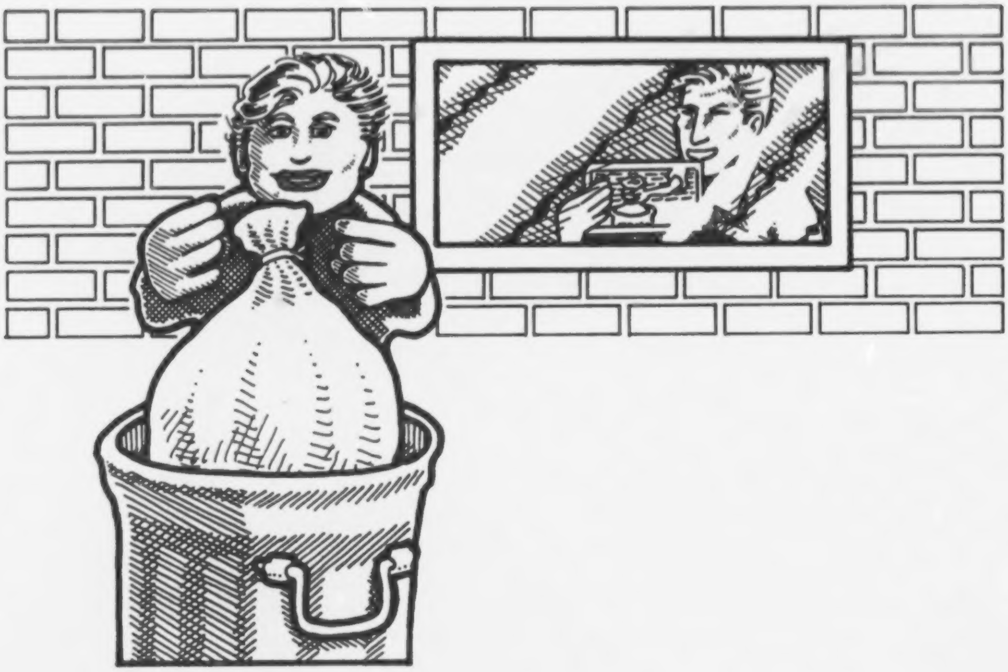
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for emptying the trash when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Emptying the Trash (page 18)

ACTIVITIES: Refer to Steps for Emptying the Trash. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

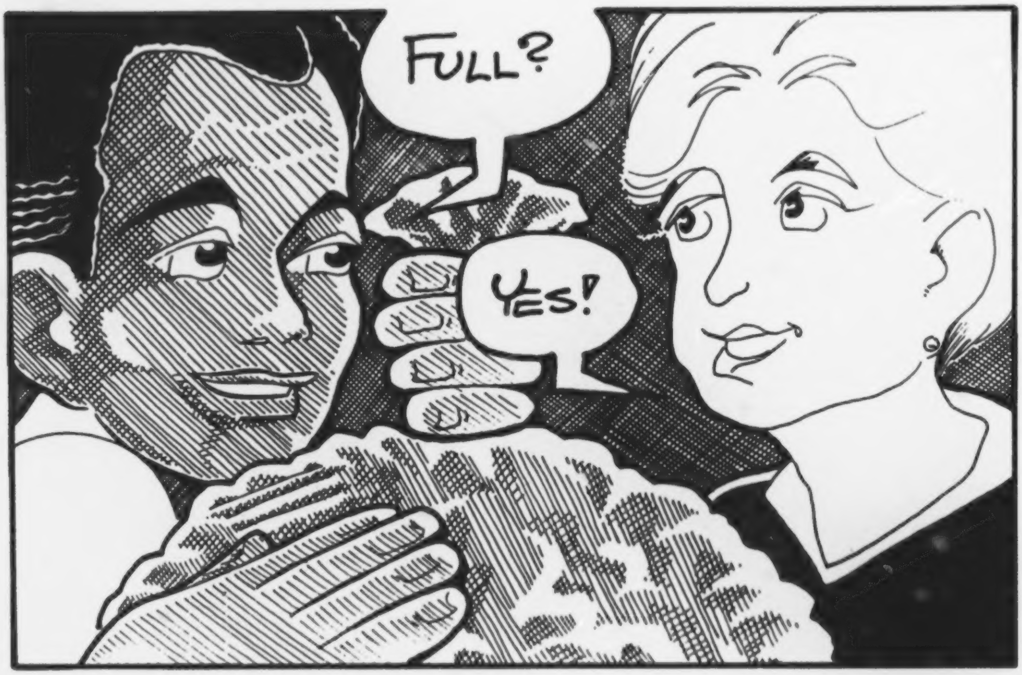
OBJECTIVE: The individual will respond to simple questions about the task of emptying the trash, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Emptying the Trash

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Emptying the Trash worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.



Simple Questions for Emptying the Trash

Level 1

1. Which one is a trash bag?
2. Which one is a wastebasket?
3. Which one is a tie?
4. Which one is an opened trash bag?
   Which one is a closed trash bag?
5. Which one is an empty wastebasket?
   Which one is a full trash bag?
6. What is the person getting?
   What is the person using?
7. Who is emptying the trash?
8. What is the person emptying?
9. What do you use to close the trash bag?
10. Where is the garbage can/trash barrel/dumpster/wastebasket?

Level 2

11. Why do you empty the trash?
12. What do you put inside the wastebasket to keep it clean?
13. Where do you keep the trash bags?
    Where do you keep the ties?
14. When do you put a clean trash bag in the wastebasket?
15. Where do you put the trash bag when it's full?
16. Why do you tie the full trash bag shut?
17. When do you empty the trash?
18. Why do you keep full bags of trash outside in the garbage can/trash barrel/dumpster?
19. Why do you put a trash bag in the wastebasket?
20. Where do you put the tie when the trash bag is full?

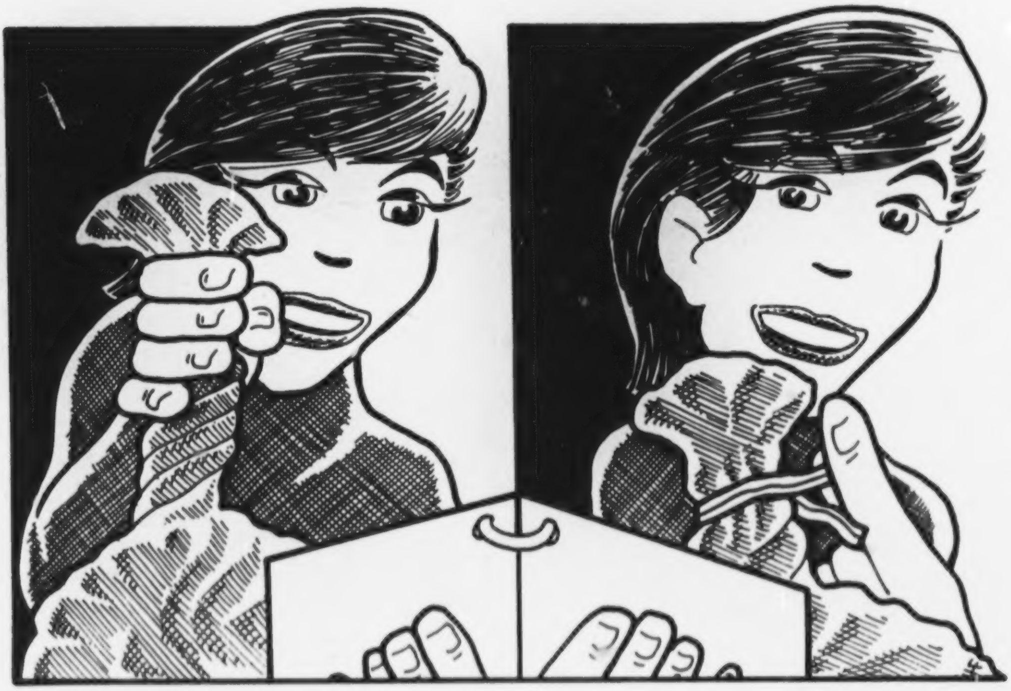
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of emptying the trash, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

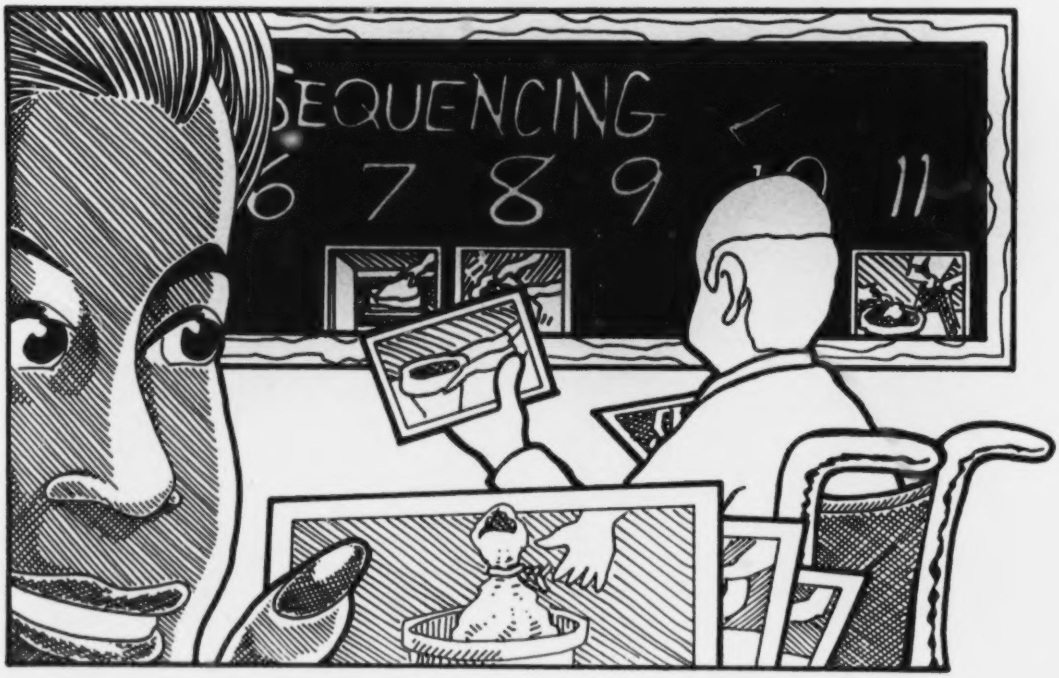
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of emptying the trash, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of emptying the trash, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in emptying the trash.
2. Have the individual copy those words on the lines at the bottom of the page.

WASTE
BASKET
GARB
No2

Emptying the Trash
Word Search Worksheet

Name ________________________________

1. Look at the words written below. Find the things you need to empty the trash. Circle those words.

vacuum
sweater
wastebasket
spoon
garbage can
book
carpet
plastic liner
dumpster
closet
chips

school
work
muffin
tie
deodorant
glass
pan
notebook
garbage bag
dishcloth
mop

trash barrel
soap
napkin
trash can
refrigerator
zipper
trash bag
pillow
scissors
trash can liner

2. Look at the words you have circled above. These are the things you need to empty the trash. Copy those words on the lines below.

Word Closure

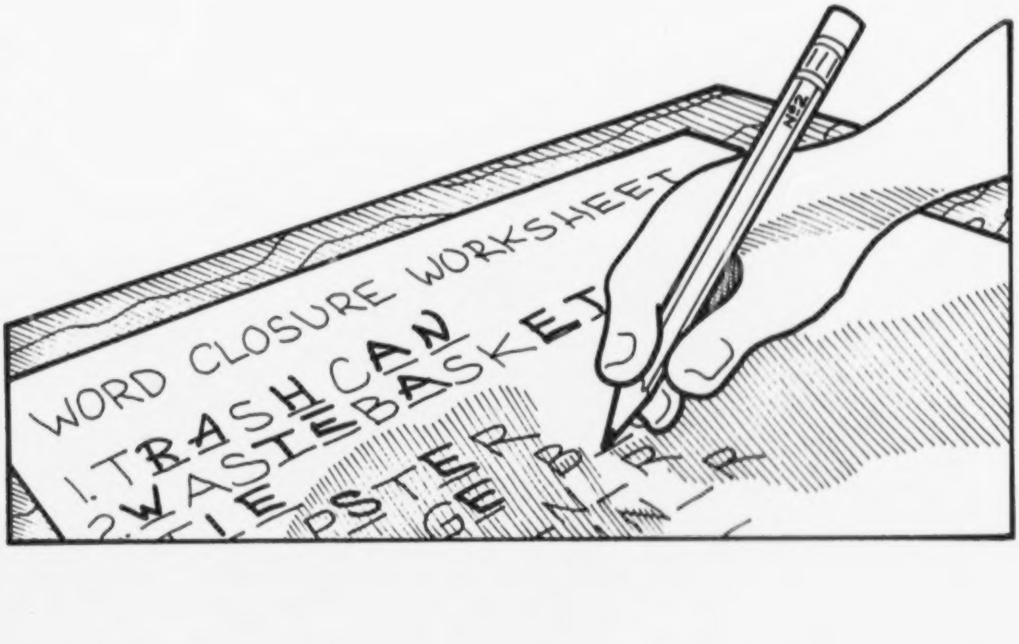
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in emptying the trash, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Emptying the Trash
Word Closure Worksheet 1

Name ____

1. T __ __ S __ C __ __
2. __ A S __ __ B __ S K __ __
3. T __ __
4. D __ __ P __ T __ R
5. G __ R __ __ G __ B __ G
6. P L __ S __ I C L __ N __ R
7. __ R A __ H C __ N __ I N __ R
8. __ A R __ A __ E C __ __
9. T R __ __ H B __ __
10. __ M P __ Y
11. O __ __ N
12. I N __ I D __
13. W __ __ P
14. T __ I __ T
15. C __ __ S __
16. C __ __ A N
17. F __ L __
18. O __ T __ I __ E
19. T __ K __
20. R __ M
21. G __ T
22. T __ A S __ B __ R R __ L
23. R __ M __ V __

Vocabulary List

TRASH CAN
WASTEBASKET
TIE
DUMPSTER
GARBAGE BAG
PLASTIC LINER
TRASH CAN LINER
GARBAGE CAN
TRASH BAG
EMPTY
OPEN
INSIDE
WRAP
TWIST
CLOSE
CLEAN
FULL
OUTSIDE
TAKE
RIM
GET
TRASH BARREL
REMOVE

Emptying the Trash
Word Closure Worksheet 2

Name ______________________________

1. T _ _ S _ C _ _
2. _ A S _ _ B _ S K _ _
3. T _ _
4. D _ _ P _ T _ R
5. G _ R _ _ G _ B _ G
6. P L _ S _ I C
   L _ N _ R
7. _ R A _ H
   C _ N _ I N _ R
8. _ A R _ A _ E C _ _
9. T R _ _ H B _ _
10. _ M P _ Y
11. O _ _ N
12. I N _ I D _
13. W _ _ P
14. T _ I _ T
15. C _ _ S _
16. C _ _ A N
17. F _ L _
18. O _ T _ I _ E
19. T _ K _
20. R _ M
21. G _ T
22. T _ A S _
    B _ R R _ L
23. R _ M _ V _

Vocabulary List

TRASH CAN
GARBAGE BAG
PLASTIC LINER
DUMPSTER
CLOSE
FULL
GARBAGE CAN
TRASH BAG
WRAP
TAKE
TWIST
GET
WASTEBASKET
TRASH CAN LINER
TRASH BARREL
OPEN
CLEAN
REMOVE
TIE
RIM
EMPTY
OUTSIDE
INSIDE

Emptying the Trash
Word Closure Worksheet 3

Name ______________________________

1. R _ M
2. _ A S _ _ B _ S K _ _
3. R _ M _ V _
4. T _ _
5. P L _ S _ I C
   L _ N _ R
6. O _ _ N
7. _ R A _ H
   C _ N _ I N _ R
8. C _ _ A N
9. _ A R _ A _ E   C _ _
10. T _ A S _   B _ R R _ L
11. D _ _ P _ T _ R
12. T R _ _ H   B _ _
13. _ M P _ Y
14. G _ R _ _ G _
    B _ G
15. W _ _ P
16. T _ _ S _   C _ _
17. T _ I _ T
18. I N _ I D _
19. O _ T _ I _ E
20. C _ _ S _
21. F _ L _
22. T _ K _
23. G _ T

Vocabulary List

TRASH CAN
GARBAGE BAG
PLASTIC LINER
DUMPSTER
CLOSE
FULL
GARBAGE CAN
TRASH BAG
WRAP
TAKE
TWIST
GET
WASTEBASKET
TRASH CAN LINER
TRASH BARREL
OPEN
CLEAN
REMOVE
TIE
RIM
EMPTY
OUTSIDE
INSIDE

Word, Phrase, or Sentence Match

GOAL: To improve receptive language skills

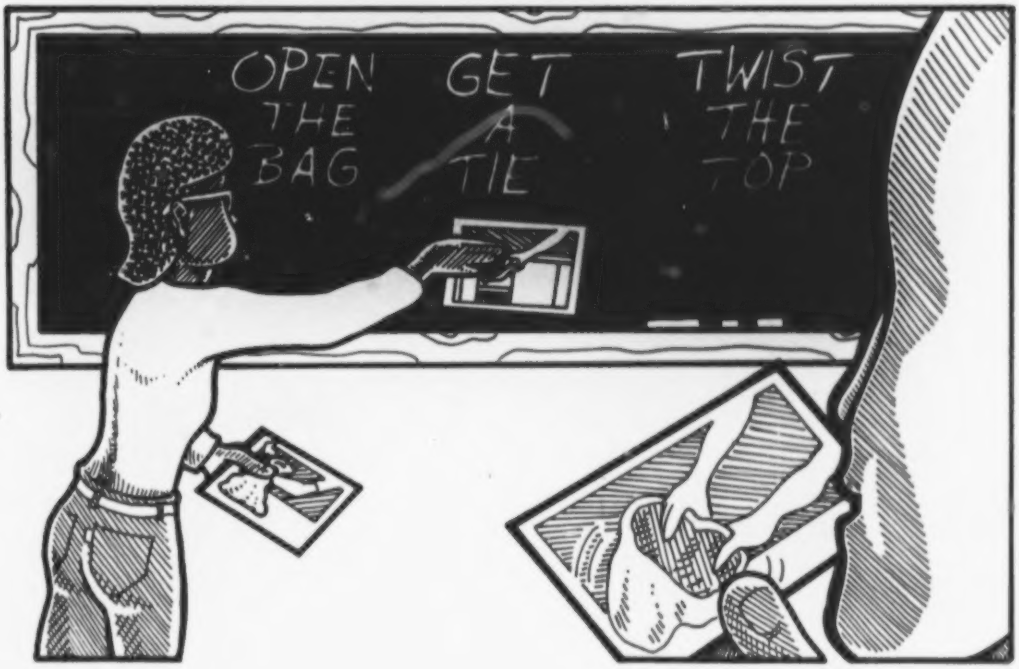
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

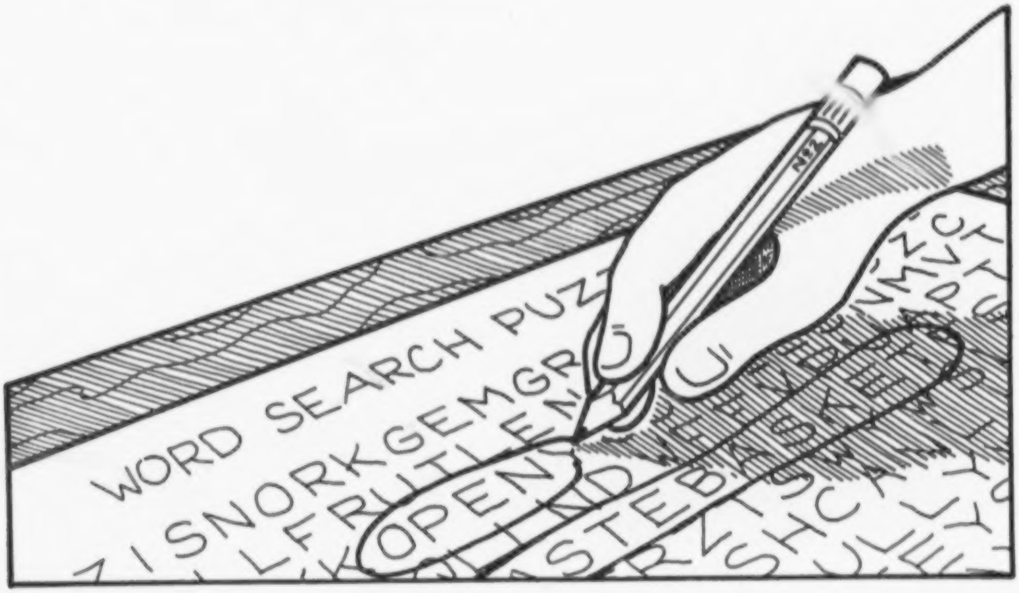
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with emptying the trash, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Emptying the Trash
Answer Keys
Word Search Puzzle 1

```
T R A S H C A N L I N E R T W I S T . .
W R A P F U L L . . . . . . . . . . . .
. . . . . . . . . . . . D U M P S T E R
T R A S H B A G E M P T Y T A K E . . .
T R A S H B A R R E L . . . . . . . . .
. . P L A S T I C L I N E R I N S I D E
G A R B A G E B A G O P E N T I E G E T
. . . . . . . . . . . . . . . . . . . .
. . . . . C L O S E . . . . . . . . . .
. . . . . W A S T E B A S K E T . . . .
G A R B A G E C A N . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . .
R I M . . . . . . . . . . O U T S I D E
. . . . . . . T R A S H C A N . . . . .
. . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . .
R E M O V E C L E A N . . . . . . . . .
```

Word Search Puzzle 2

```
. . . . . . . . . . . . . . . . . . D . .
. . . . . . . . . . . . . . . . . . U . .
. . . . . . O P E N . . . . . . O . M . .
. . . . . . . L . . . . . . . . U . P . .
. . . . . . W A S T E B A S K E T . S . C
. . . . . . . S T R . . . . . . S . T . L
. . . . . . . T R A S H C A N L I N E R O
. . . . . . . I A S F U L L . W D . R . S
. . . . . . . C S H . . E . . R E M O V E
. . G . . . . L H B . . A . . A . . . . .
. . A . . . . I B A . . N . . P . . . . .
. . R . . . . N A G E T . . . . . . . . .
. . B . . T I E R I M . . . . . . . . . .
T . A . . . . R R . T . . . . . . . . . .
W . G A R B A G E B A G . . . . . . . . .
I . E M P T Y . L . K . . . . . . . . . .
S . C . . . . . . . E . . . . . . . . . .
T R A S H C A N . . . . . . . . . . . . .
. I N S I D E . . . . . . . . . . . . . .
```

Word Search Puzzle 3

```
. . . . . . . . . . . . . . G N . . . . .
. . . . . . T . . . . . T R A S H C A N .
. . E . . S . . . . . . . E R . . . . . R
. . M . I R . . . . F U L L B . . . . E .
. . P W . . E . C . . C . . A . . . N . .
. . T . R . . M L . . . R . G T . I . . .
G . Y R . A . . O U T S I D E . L . . . .
E . . . A . P . S V I . M K C N . . . . .
T . . . . S . . E . E . S . A . . . . . .
. R . . . . H . . . . A . C N . . . . . .
. . A D . . . B . . B . H O . . . . . . .
. . . S U . I . A E . S . . P . . . . . .
. . . . H M . N T G A R B A G E B A G . .
. . . . . B P S S R . . . . . . N . . . .
. . . . P L A S T I C L I N E R . . . . .
. . . . . W . R T A D . . . . . . . . . .
. . . . . . . . R E K E . . . . . . . . .
. . . . . . . . . E R E . . . . . . . . .
. . . . . . . . . . L . . . . . . . . . .
```

Emptying the Trash
Word Search Puzzle 1

Name ______________________________

T	R	A	S	H	C	A	N	L	I	N	E	R	T	W	I	S	T	S	M
W	R	A	P	F	U	L	L	C	O	S	I	X	S	S	M	P	I	U	S
U	J	I	H	U	M	T	J	V	J	X	Q	D	U	M	P	S	T	E	R
T	R	A	S	H	B	A	G	E	M	P	T	Y	T	A	K	E	B	C	L
T	R	A	S	H	B	A	R	R	E	L	M	I	E	G	F	C	V	A	S
V	U	P	L	A	S	T	I	C	L	I	N	E	R	I	N	S	I	D	E
G	A	R	B	A	G	E	B	A	G	O	P	E	N	T	I	E	G	E	T
M	A	N	K	O	K	C	H	M	P	V	T	U	I	A	R	D	T	G	Q
F	F	Y	F	L	C	L	O	S	E	U	O	K	L	R	N	N	P	S	Q
Q	W	X	K	E	W	A	S	T	E	B	A	S	K	E	T	M	E	Q	G
G	A	R	B	A	G	E	C	A	N	R	D	T	X	D	Y	K	R	E	U
T	N	W	B	Q	E	W	U	Z	U	A	P	X	C	P	M	W	L	T	U
R	I	M	D	R	N	A	I	K	K	F	W	I	O	U	T	S	I	D	E
Q	J	M	J	N	N	X	T	R	A	S	H	C	A	N	S	C	H	U	U
D	U	B	V	L	R	C	R	A	Q	V	E	H	Q	V	U	S	B	C	O
U	C	M	R	D	D	U	H	P	D	T	K	H	V	O	H	N	C	J	U
O	B	G	Y	X	Y	G	W	S	I	L	G	W	O	P	X	G	O	C	J
T	L	D	H	S	B	U	H	C	W	E	C	N	R	P	D	Q	I	Y	Z
R	E	M	O	V	E	C	L	E	A	N	V	M	B	E	E	L	J	M	T

Can you find these words?

TRASH CAN LINER
TRASH BARREL
TRASH BAG
OUTSIDE
EMPTY
TWIST
OPEN
GET

PLASTIC LINER
GARBAGE BAG
DUMPSTER
REMOVE
CLOSE
WRAP
TAKE
RIM

WASTEBASKET
GARBAGE CAN
TRASH CAN
INSIDE
CLEAN
FULL
TIE

Emptying the Trash
Word Search Puzzle 2

Name ______________________________

```
Q E Z F J G R N D U U E B W E C S T D R C
H Q W H F M A I Q S W A V Z P K P S U I X
J I N B T Z O P E N V H P E E E O X M R N
N Y R H V N W L M A C P Z G N U U M P B X
E B H C R G W A S T E B A S K E T L S K C
K L Z H V H R S T R P G T N Q W S L T P L
E H O M Y W X T R A S H C A N L I N E R O
D Q J D P K P I A S F U L L U W D R R K S
E M U X Q O S C S H V B E E G R E M O V E
N V G F K J Z L H B T S A S C A Y U Y Y A
Y F A N B E H I B A Z F N N T P Z S D P R
M J R U X S J N A G E T X G N E N P H O J
D U B F T T I E R I M E X K N O M O J G L
T M A N P N A R R L T J L W G S Q R X H W
W P G A R B A G E B A G H W U T E G Q C E
I A E M P T Y D L E K X N C W D Z Y X T T
S B C B J K J G G N E T G C D Q Y K G T B
T R A S H C A N J Y E Q J N Y D L W H Q B
V I N S I D E G A P B A W I K Z G A L J H
```

Can you find these words?

TRASH CAN LINER
TRASH BARREL
TRASH BAG
OUTSIDE
EMPTY
TWIST
OPEN
GET
PLASTIC LINER
GARBAGE BAG
DUMPSTER
REMOVE
CLOSE
WRAP
TAKE
RIM
WASTEBASKET
GARBAGE CAN
TRASH CAN
INSIDE
CLEAN
FULL
TIE

Emptying the Trash
Word Search Puzzle 3

Name ______________________________

X B X G J B R R X I Y B O A G N H T C W O
O H M X I P T Z X W F U T R A S H C A N L
U P E B T S S M N S V F O E R T L K T Z R
M Z M N I R B X A T F U L L B P E X Z E B
V W P W Q R E Y C L P C Y D A U R P N T K
U P T N R G M M L F E E R T G T S I W B J
G O Y R M A J O O U T S I D E W L O Z H O
E V R L A W P D S V I E M K C N O I X R R
T I Q Y F S K U E D E M S L A P Y R G R G
T R G B Q W H T N H W A V C N A X P M S K
G X A D D W X B T G B P H O Y L S C R J P
K X Z S U X I T A E D S X T P L J E O E E
E M P C H M O N T G A R B A G E B A G W T
Q I K L Z B P S S R K B S G H X N K W V I
P D Q D P L A S T I C L I N E R R R W V P
K Z N A K W J R T A D X U A A S S K L H U
Q Q S F L Q I P R E K E Z Q S Y X C S N K
I C L U Y S F Q Z E R E Y O Z D W Q Z P X
W Y T A J H B Q M M L B G A N L T U A P N

Can you find these words?

TRASH CAN LINER
TRASH BARREL
TRASH BAG
OUTSIDE
EMPTY
TWIST
OPEN
GET

PLASTIC LINER
GARBAGE BAG
DUMPSTER
REMOVE
CLOSE
WRAP
TAKE
RIM

WASTEBASKET
GARBAGE CAN
TRASH CAN
INSIDE
CLEAN
FULL
TIE

Crossword Puzzles

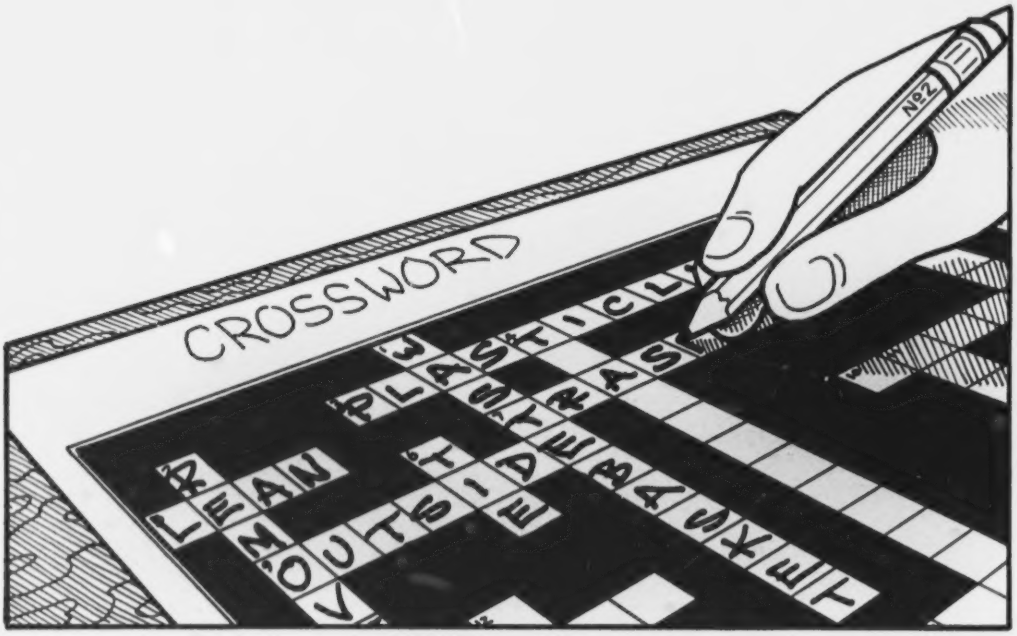
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in emptying the trash.

MATERIALS: Crossword Puzzle 1, 2, or 3

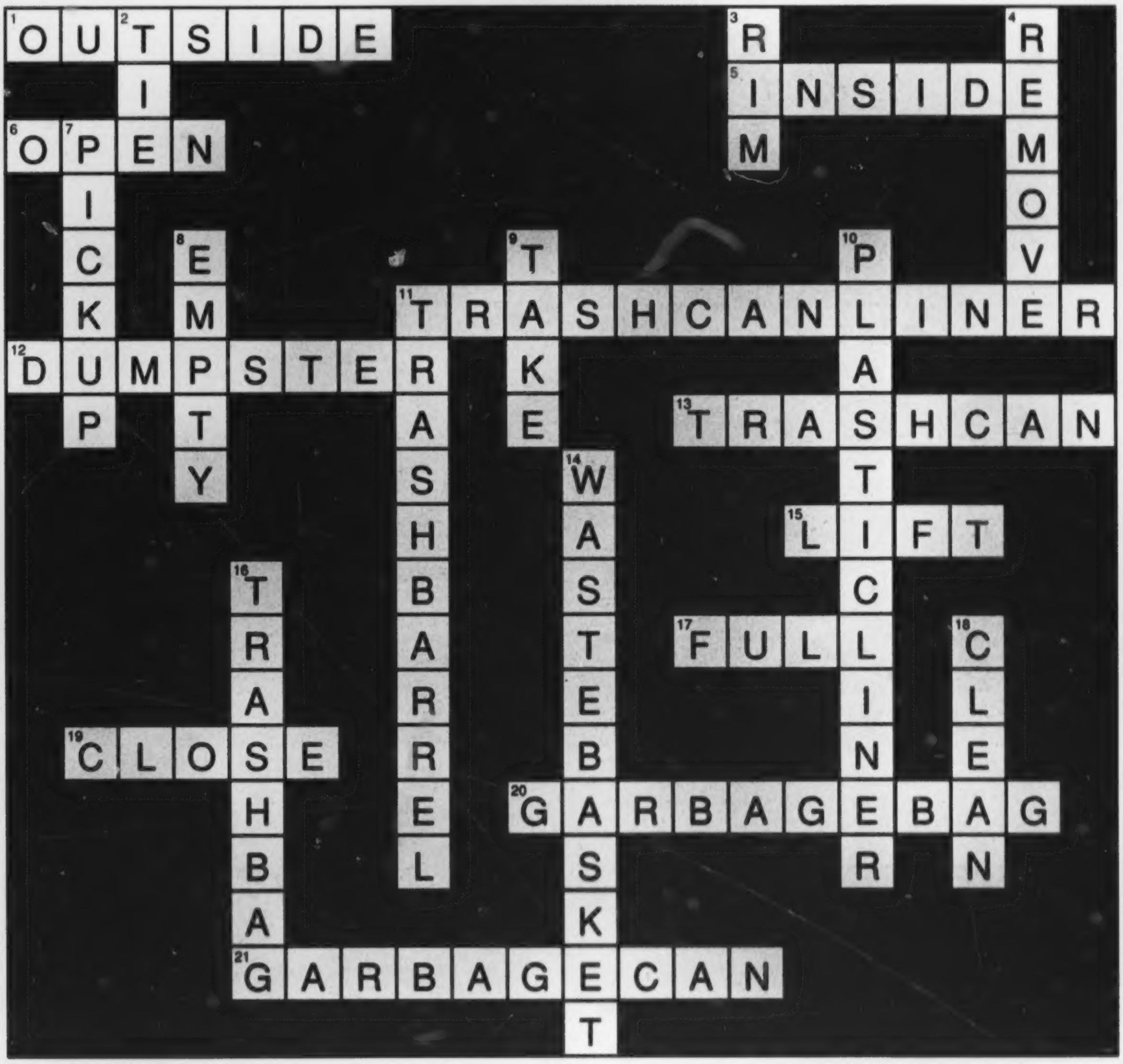
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



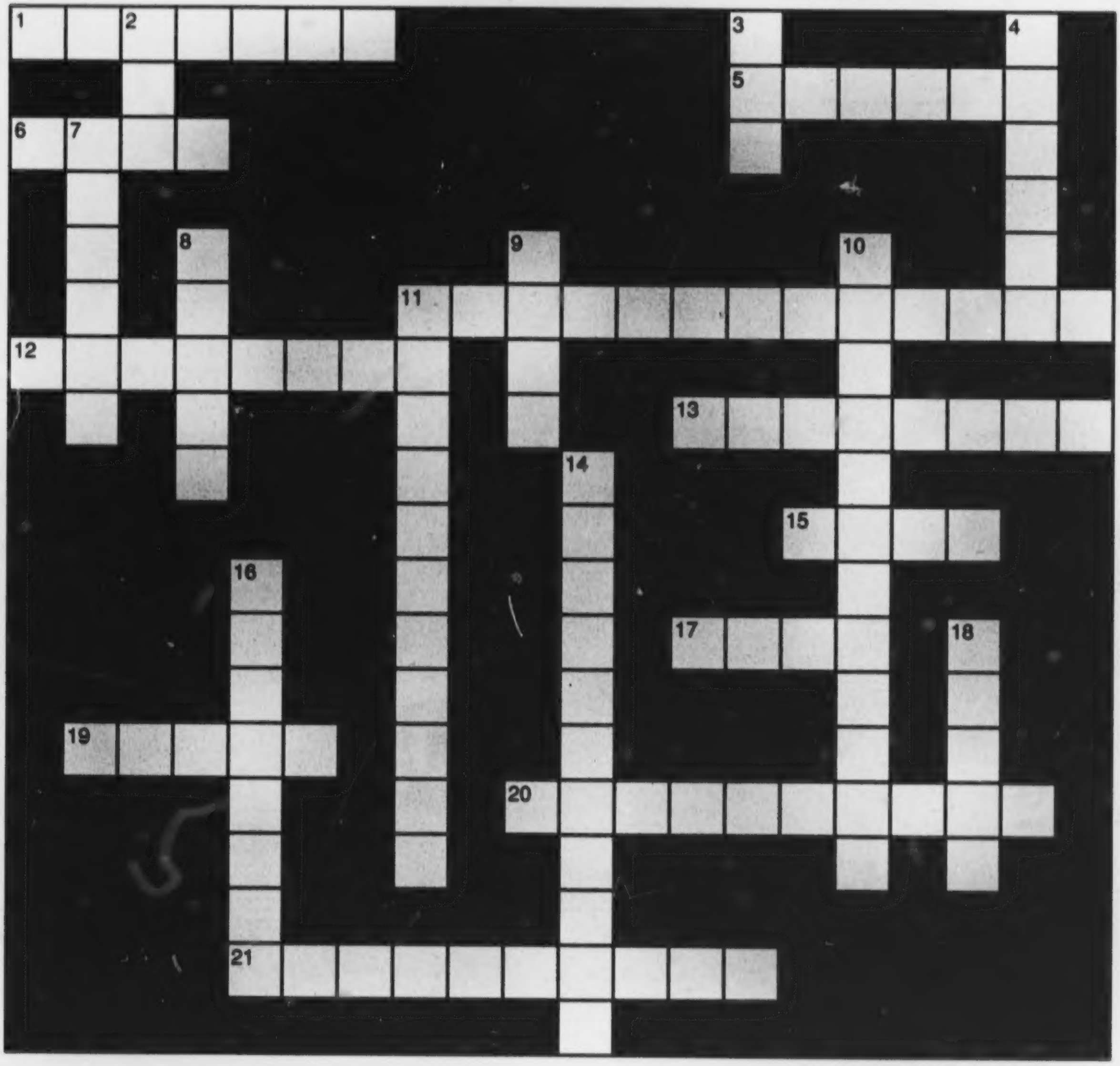
Emptying the Trash
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 OUTSIDE
2 TIP
3 RIM
4 REMOVE
5 INSIDE
6 OPEN
7 PICKUP
8 EMPTY
9 TAKE
10 PLASTICLINER
11 TRASHCANLINER
11 TRASHBARREL
12 DUMPSTER
13 TRASHCAN
14 WASTEBASKET
15 LIFT
16 TRASHBAG
17 FULL
18 CLEAN
19 CLOSE
20 GARBAGEBAG
21 GARBAGECAN

Emptying the Trash
Crossword Puzzles 1, 2, 3

Name ______________________________


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21

Emptying the Trash
Crossword Puzzle 1

Name ______________________________

Across Clues

1. OUTSIDE
5. INSIDE
6. OPEN
11. TRASHCANLINER (3 words)
12. DUMPSTER
13. TRASHCAN (2 words)
15. LIFT
17. FULL
19. CLOSE
20. GARBAGEBAG (2 words)
21. GARBAGECAN (2 words)

Down Clues

2. TIE
3. RIM
4. REMOVE
7. PICKUP (2 words)
8. EMPTY
9. TAKE
10. PLASTICLINER (2 words)
11. TRASHBARREL (2 words)
14. WASTEBASKET
16. TRASHBAG (2 words)
18. CLEAN

Word List

CLEAN
CLOSE
DUMPSTER
EMPTY
GARBAGE CAN
GARBAGE BAG
INSIDE
FULL
LIFT
OPEN
OUTSIDE
PICK UP
PLASTIC LINER
REMOVE
TAKE
RIM
TRASH CAN LINER
TRASH CAN
TRASH BARREL
TRASH BAG
WASTEBASKET
TIE

Emptying the Trash
Crossword Puzzle 2

Name ______________________________

Across Clues

1. OUTSIDE—the opposite of inside
5. INSIDE—the opposite of outside
6. OPEN—the opposite of close
11. TRASH CAN LINER—a plastic bag inside a trash can
12. DUMPSTER—a large outdoor trash container
13. TRASH CAN—another word for garbage can
15. LIFT—action used to pick something up
17. FULL—the opposite of empty
19. CLOSE—the opposite of open
20. GARBAGE BAG—plastic bag inside a wastebasket
21. GARBAGE CAN—another word for trash can

Down Clues

2. TIE—used to close and fasten a trash bag
3. RIM—an edge
4. REMOVE—to take something away
7. PICK UP—lift
8. EMPTY—the opposite of full
9. TAKE—the opposite of give
10. PLASTIC LINER—another word for garbage bag
11. TRASH BARREL—large barrel for garbage
14. WASTEBASKET—another word for trash can
16. TRASH BAG—another word for garbage bag
18. CLEAN—the opposite of dirty

Word List

CLOSE
CLEAN
DUMPSTER
EMPTY
FULL
GARBAGE BAG
GARBAGE CAN
INSIDE
LIFT
OPEN
OUTSIDE
PICK UP
PLASTIC LINER
REMOVE
RIM
TAKE
TIE
TRASH CAN LINER
TRASH CAN
TRASH BARREL
TRASH BAG
WASTEBASKET

Emptying the Trash
Crossword Puzzle 3

Name ______________________________

Across Clues

1. the opposite of inside
5. the opposite of outside
6. the opposite of close
11. a plastic bag inside a trash can (3 words)
12. a large outdoor trash container
13. another word for garbage can (2 words)
15. action used to pick something up
17. the opposite of empty
19. the opposite of open
20. plastic bag inside a wastebasket (2 words)
21. another word for trash can (2 words)

Down Clues

2. used to close and fasten a trash bag
3. an edge
4. to take something away
7. lift (2 words)
8. the opposite of full
9. the opposite of give
10. another word for garbage bag (2 words)
11. large barrel for garbage (2 words)
14. another word for trash can
16. another word for garbage bag (2 words)
18. opposite of dirty

Word List

CLOSE
CLEAN
DUMPSTER
EMPTY
FULL
GARBAGE BAG
GARBAGE CAN
INSIDE
LIFT
OPEN
OUTSIDE
PICK UP
PLASTIC LINER
REMOVE
RIM
TAKE
TIE
TRASH CAN LINER
TRASH CAN
TRASH BARREL
TRASH BAG
WASTEBASKET

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

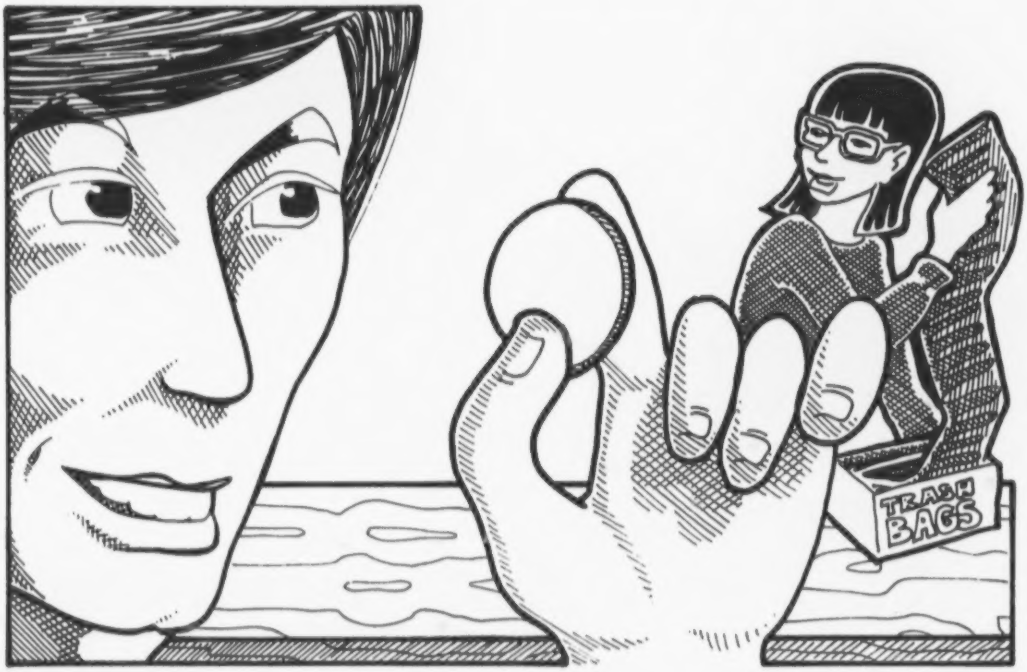
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

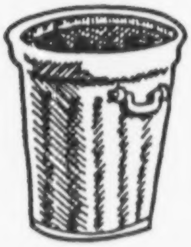


Emptying the Trash
Shopping List Worksheet

Name ______________________________

Trash Bags __________ ¢

Wastebasket __________ ¢



Gargage Can __________ ¢

Total __________ ¢

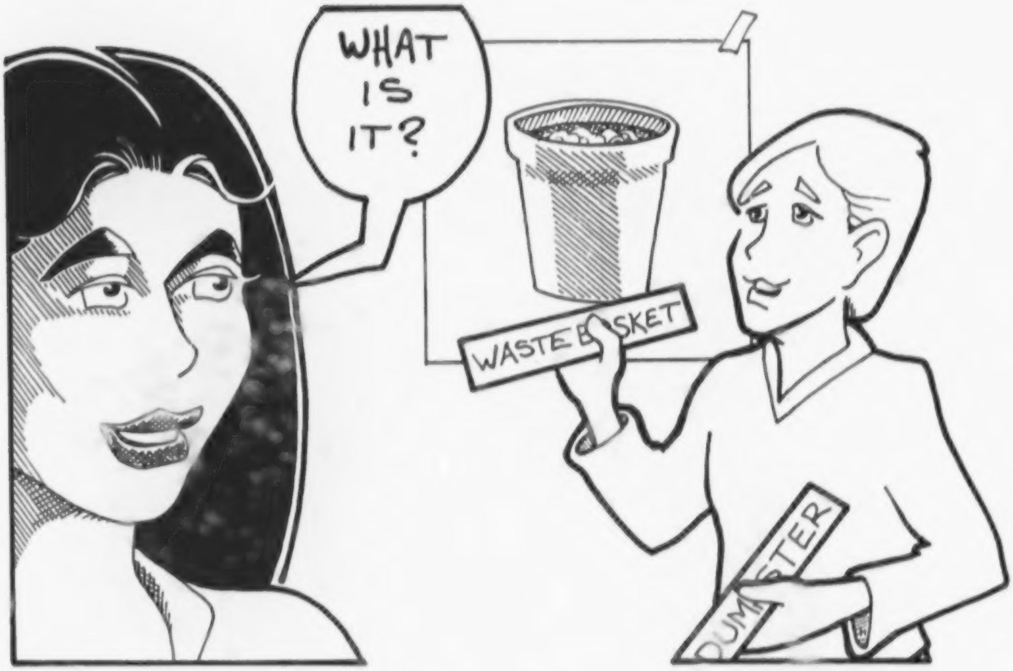
Label Objects or Pictures

GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in emptying the trash.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Emptying the Trash, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:
1. Present objects used in emptying the trash. Ask, "What is it?" Help the individual name the object, using an expressive communication system.
2. Present pictures of objects used in emptying the trash. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



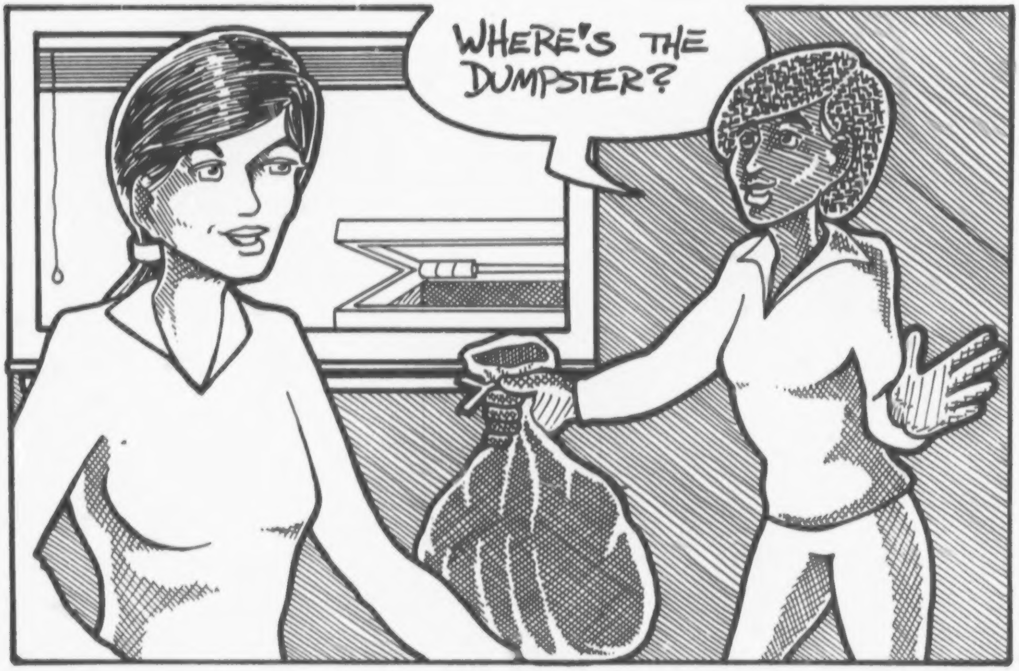
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of emptying the trash.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Emptying the Trash, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to empty the trash. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE DUMPSTER?

Label or Request Actions

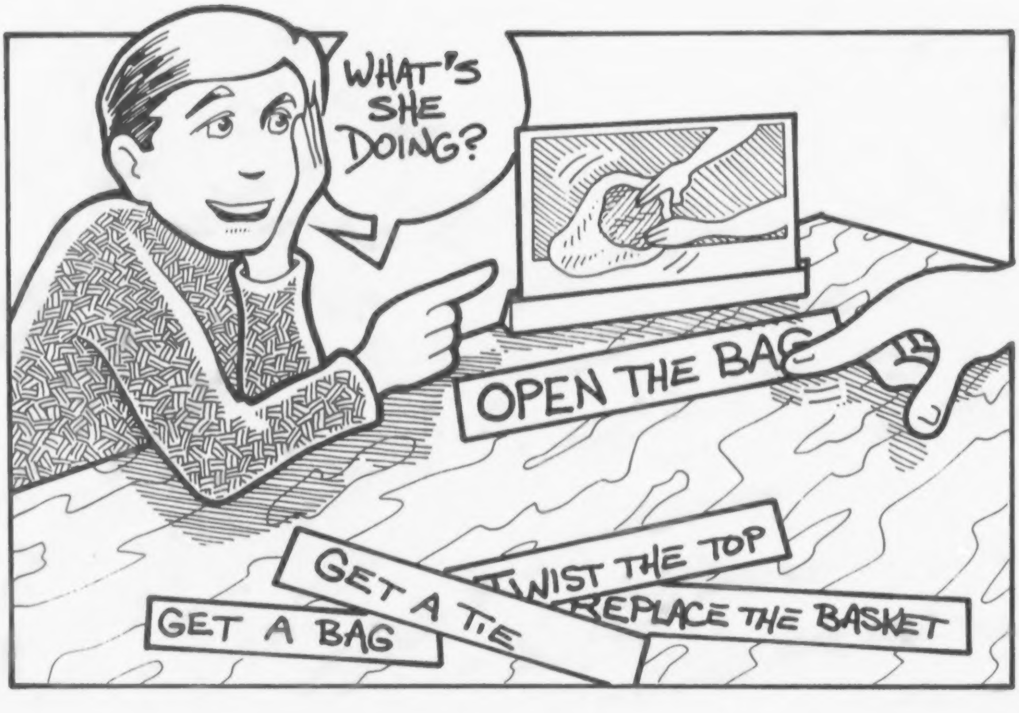
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with emptying the trash, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT'S SHE DOING?
OPEN THE BAG
TWIST THE TOP
GET A TIE
REPLACE THE BASKET
GET A BAG

Express Action Steps, Using a Word, Phrase, or Sentence

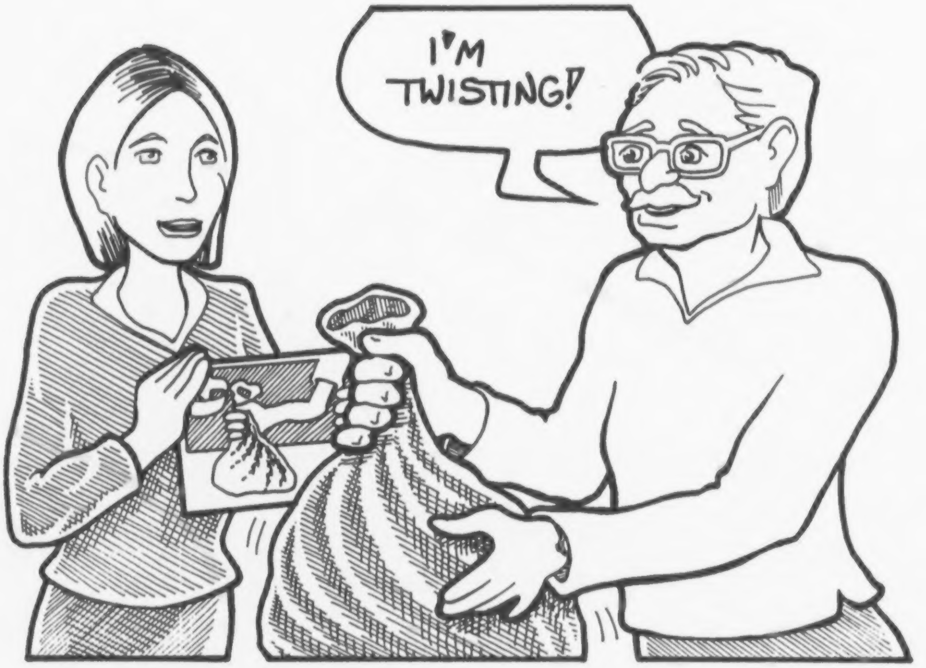
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


I'M TWISTING!

Answer Simple Questions

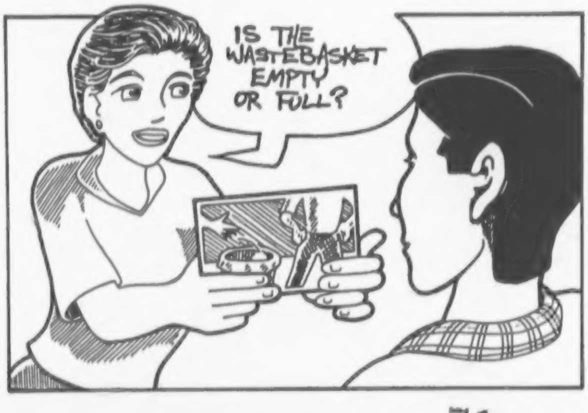
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of emptying the trash.

MATERIALS: Simple Questions for Emptying the Trash (page 32)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Emptying the Trash list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Emptying the Trash list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


IS THE WASTEBASKET EMPTY OR FULL?

Emptying the Trash
Multiple Choice Questions

Name ____

1. What do you put inside the wastebasket to keep it clean and hold the trash?
   a. A lunch bag
   b. A trash bag
   c. A dumpster
2. What do you use to close the top of a full trash bag?
   a. A tie
   b. Tape
   c. A wastebasket
3. When do you empty the trash?
   a. When it's empty
   b. When it's full
   c. When it's closed
4. Who empties the trash?
   a. People
   b. Garbage cans
   c. Trash bags
5. Why do you use a tie on the trash bag?
   a. To keep it open
   b. To keep it dirty
   c. To keep it closed
6. Where do you put the tie when the trash bag is full?
   a. At the top of the bag
   b. In the middle of the bag
   c. At the bottom of the bag
7. Where do you put the full trash bag?
   a. In the garage
   b. In the attic
   c. In the trash barrel, dumpster, or outside garbage can
8. Why do you empty the wastebasket?
   a. Because it's clean
   b. Because it's empty
   c. Because it's full

9. Why do you put a trash bag inside the wastebasket?
   a. To keep it full
   b. To keep it clean
   c. To keep it wet

10. What do you do when a trash bag inside a wastebasket gets full?
    a. Remove the trash bag, put it in the refrigerator, and put a clean trash bag in the wastebasket.
    b. Remove the wastebasket, tie the trash bag, and put the trash can in the wastebasket.
    c. Remove the trash bag, tie it to keep it closed, then put it in the trash barrel, dumpster, or outside garbage can.

Emptying the Trash
Yes/No Questions

Name ______________________________

1. Do you put a clean trash bag in an empty wastebasket?
   YES NO
2. Do you empty the trash when it's full?
   YES NO
3. Do you close a trash bag with glue?
   YES NO
4. Do you use a lunch bag to keep the wastebasket clean?
   YES NO
5. Do you keep full trash bags in the kitchen?
   YES NO
6. Do you empty the trash into a trash barrel, dumpster, or outside garbage can?
   YES NO
7. Do you use a tie at the top of the trash bag to keep it closed?
   YES NO
8. Do you get a clean trash bag from the stove?
   YES NO
9. Do you leave the trash bag open when you take it outside to the trash barrel, dumpster, or garbage can?
   YES NO
10. Do you put a tie on the trash bag when it's empty?
    YES NO

Request Objects, Using a Sentence

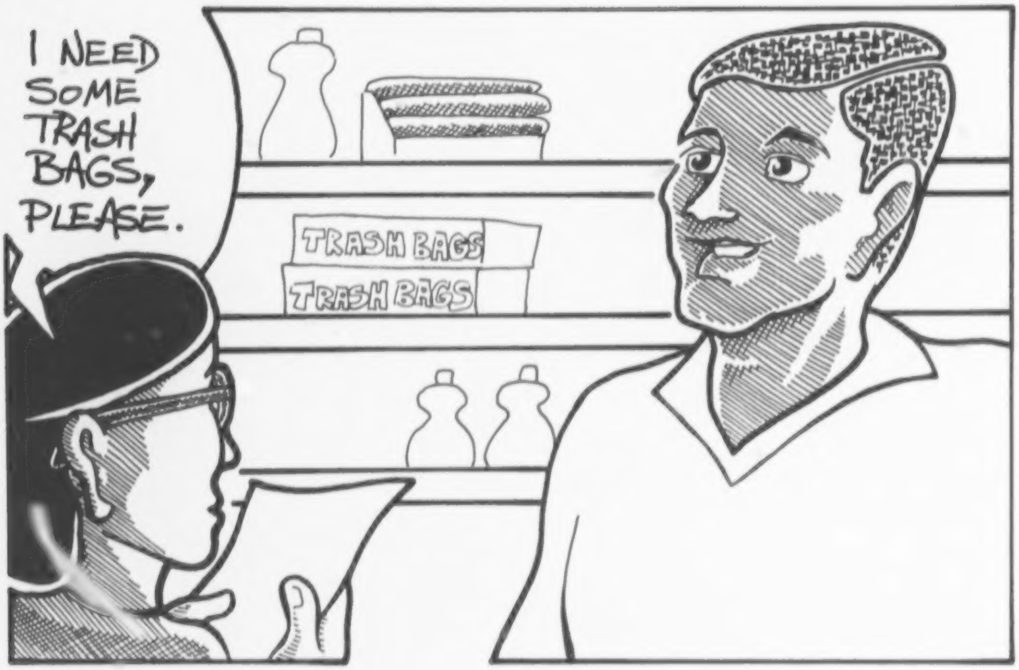
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for emptying the trash, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Shopping List Worksheet (page 55)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I NEED SOME TRASH BAGS, PLEASE.
TRASH BAGS
TRASH BAGS

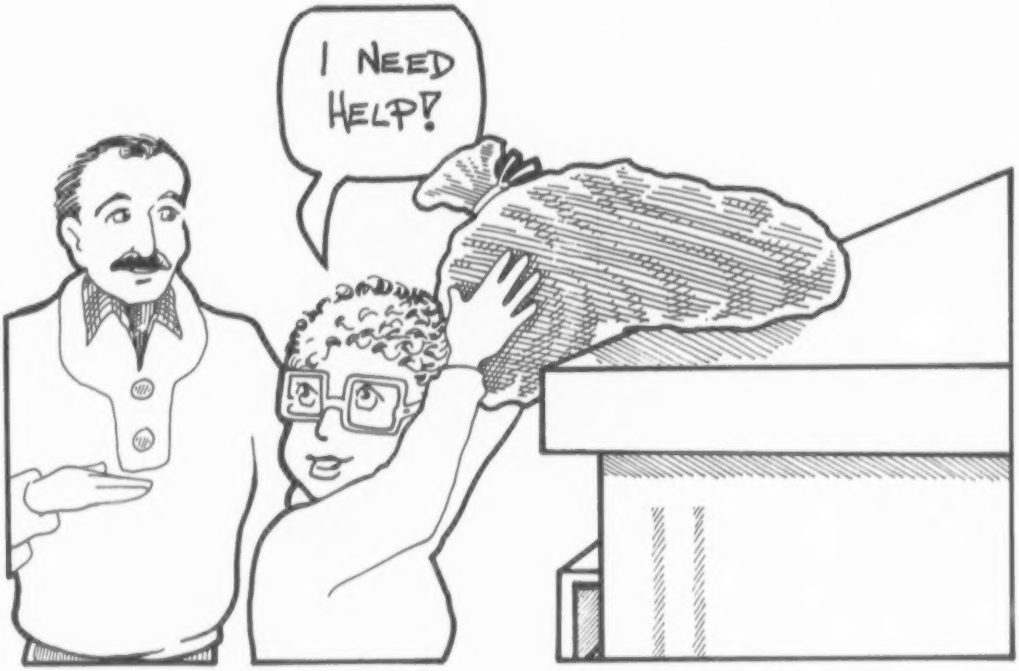
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while emptying the trash. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



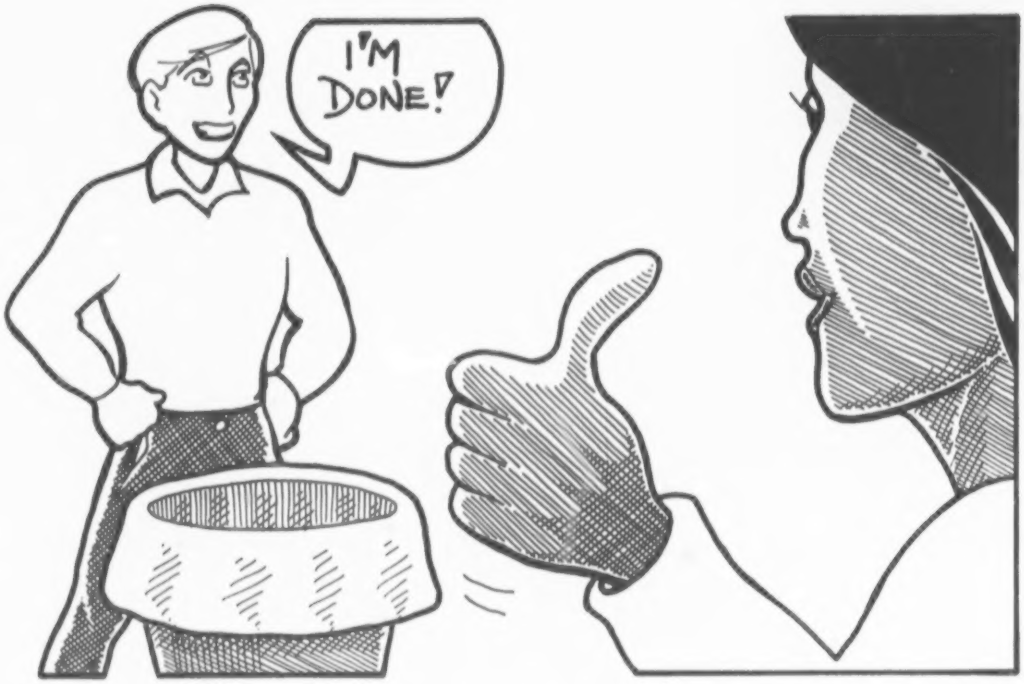
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



Request Information

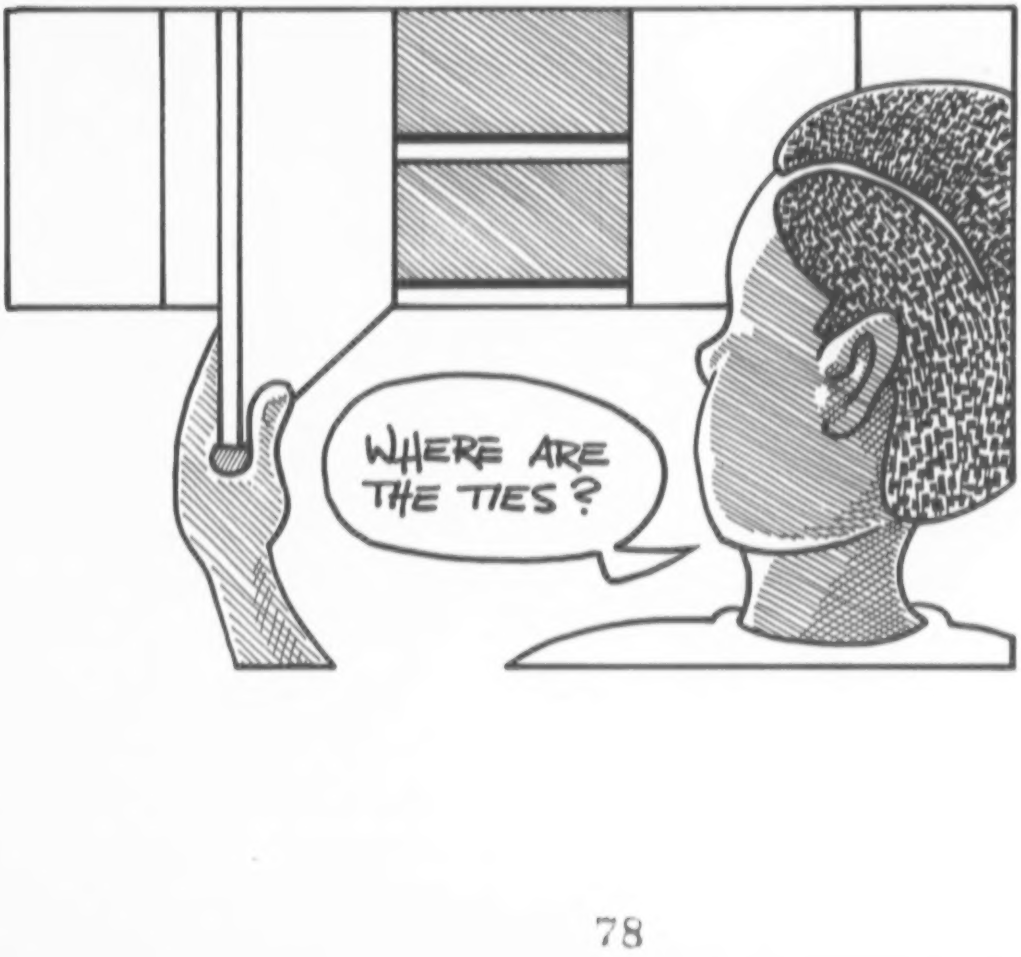
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of emptying the trash.

MATERIALS: Objects used in the task (See Vocabulary List, page 17)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


WHERE ARE THE TIES?

Express Varied Sentence Structures and Pragmatic Functions

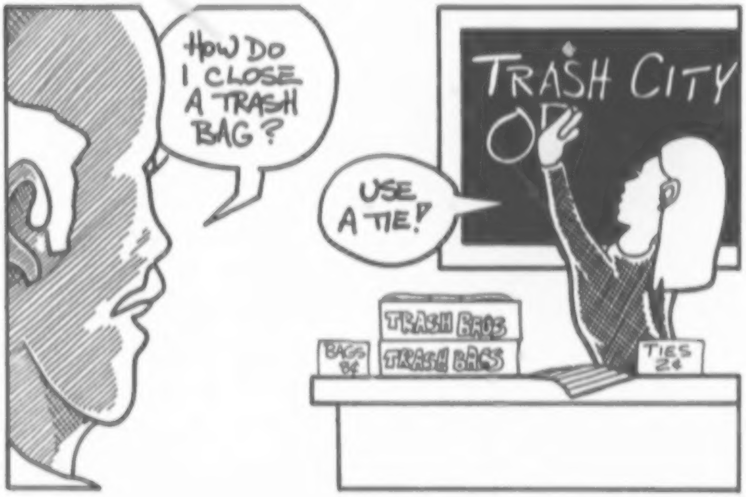
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 17)
Money
Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. Engage the individual in conversation about emptying the trash. Help the individual to use a variety of sentence structures, such as "I am going to empty the trash" (agent + action + object) or "The trash smells!" (object + attribute), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of emptying the trash. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.



Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

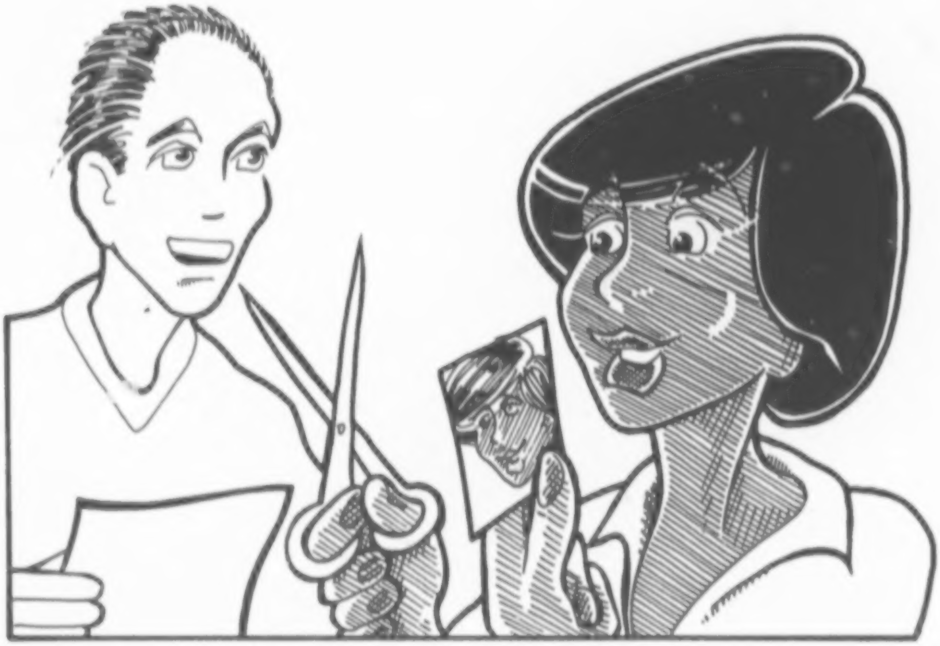
MATERIALS: Experience Story

Experience Story Faces (pages 295-298)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.



Emptying the Trash
Experience Story

☐ got a trash bag tie.

☐ took the full trash bag out of the wastebasket.

After taking the trash bag out, ☐ twisted the top of the trash bag to close it.

☐ wrapped the tie around the top of the trash bag to keep it closed.

Next, ☐ removed the trash bag to the outside garbage, got a clean trash bag, opened it, and put it inside the wastebasket.

☐ folded the top edge of the trash bag over the rim.

Then, ☐ put the wastebasket in its usual place.

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 55)

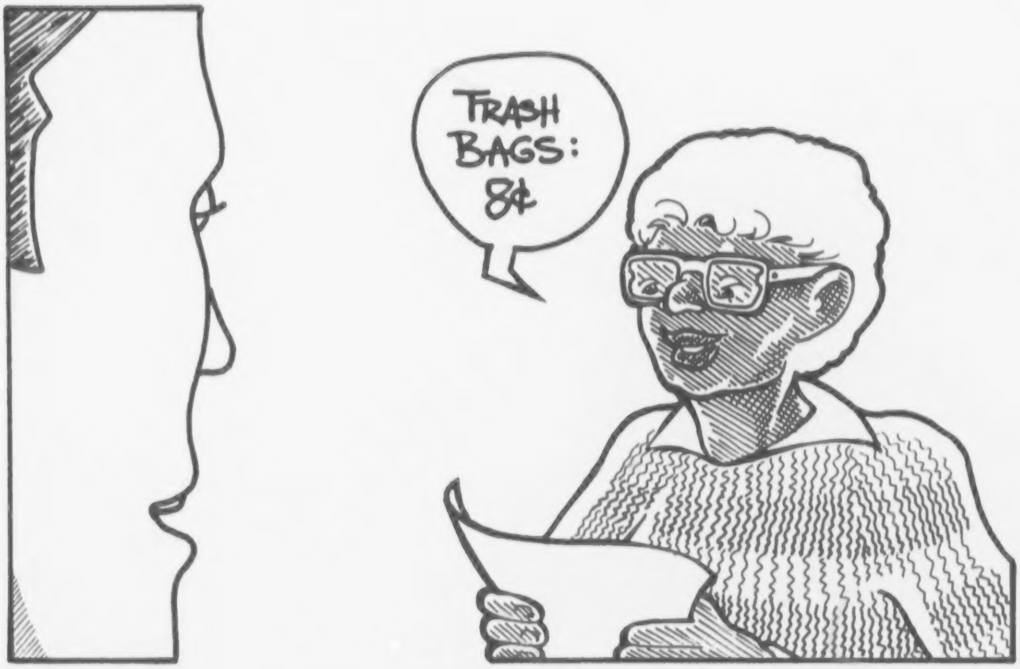
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Emptying the Trash
Skills Profile

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Emptying the Trash
Goals and Objectives

Name ______________________________ Date ____________

Instructor ______________________________ Program ____________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in emptying the trash when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of emptying the trash.	______out of ______times
	3. The individual will recognize pictures of objects used in emptying the trash, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with emptying the trash, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for emptying the trash when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of emptying the trash, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of emptying the trash, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of emptying the trash, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of emptying the trash, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in emptying the trash, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with emptying the trash, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in emptying the trash.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in emptying the trash.	______out of ______times
	2. The individual will request objects needed to complete the routine task of emptying the trash.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with emptying the trash, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of emptying the trash.	______out of ______times
	6. The individual will request items needed for emptying the trash, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of emptying the trash.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 2

Vacuuming the Carpet

Letter #1 to Parents or Significant Caregivers

Dear ______________________________ .

We are learning to work a new household appliance, the vacuum cleaner. This skill will help us keep our carpets, rugs, and floors clean and free of dust and dirt. We are learning to begin this task when the carpet needs to be vacuumed, and we are trying to avoid relying on others to tell us when the job needs to be done. It is important for us to learn all the steps of how to operate this appliance carefully and safely. We also must learn where the vacuum cleaner is stored, and we must return it there after each use. We need to talk with others about our vacuuming work so we can practice our new vocabulary and develop good sentence structure. All the important words we are learning are listed on the worksheet, Vocabulary List for Vacuuming the Carpet. You can help us look at the picture on that worksheet and find all the things named in the vocabulary. The steps that we will use are listed on the worksheet, Steps for Vacuuming the Carpet. While practicing these steps, we will be learning various parts of the task. Activity worksheets will be sent to you regularly. They will tell us how to do these activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice vacuuming the carpet often in various rooms and around different pieces of furniture. We can vacuum the living room and practice carefully moving the vacuum cleaner around the sofa. In the bedroom, we can learn to vacuum under the bed as well as around the dresser and the nightstand. We must always be careful when plugging and unplugging the cord from the electrical outlet. It is important that you supervise us until you are sure we know how to properly handle that part of the task. We also must learn to rewind the cord and return the vacuum cleaner to its storage place. When we are finished, help us evaluate our work. It is important for us to be praised for our efforts and have the opportunity to talk about our work often.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ______________________________ ,

I am learning how to operate a new household appliance, the vacuum cleaner. This skill will help me keep our carpets, rugs, and floors clean and free of dust and dirt. I am learning to begin this task when the carpet needs to be vacuumed, and I am trying to avoid relying on others to tell me when the job needs to be done. It is important for me to learn all the steps of how to operate this appliance carefully and safely. I also must learn where the vacuum cleaner is stored, and I must return it there after each use. I need to talk to others about my vacuuming skills so I can practice my new vocabulary and develop better sentence structure. All the important words I am learning are listed on the worksheet, Vocabulary List for Vacuuming the Carpet. You can help me look at the picture on that worksheet and find all the things named in the vocabulary. The steps that I will use are listed on the worksheet, Steps for Vacuuming the Carpet. I will be learning various parts of the task by following these steps in different activities. Activity worksheets will be sent to you regularly. They will tell me how to do the activities. Please keep the worksheets in a folder so that they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice vacuuming the carpet often in various rooms and around different pieces of furniture. I can vacuum the living room and practice carefully moving the vacuum cleaner around the sofa. In the bedroom, I can vacuum under the bed as well as around the dresser and the nightstand. I must always be careful when plugging and unplugging the cord from the electrical outlet. It is important for you to supervise these steps of the task until I can safely carry them out on my own. I also must learn to rewind the cord and return the vacuum cleaner to its storage place. When I am finished, help me evaluate my work. It is important for me to have the opportunity to talk about this chore and be recognized and praised for my help in keeping our home neat and clean.

____

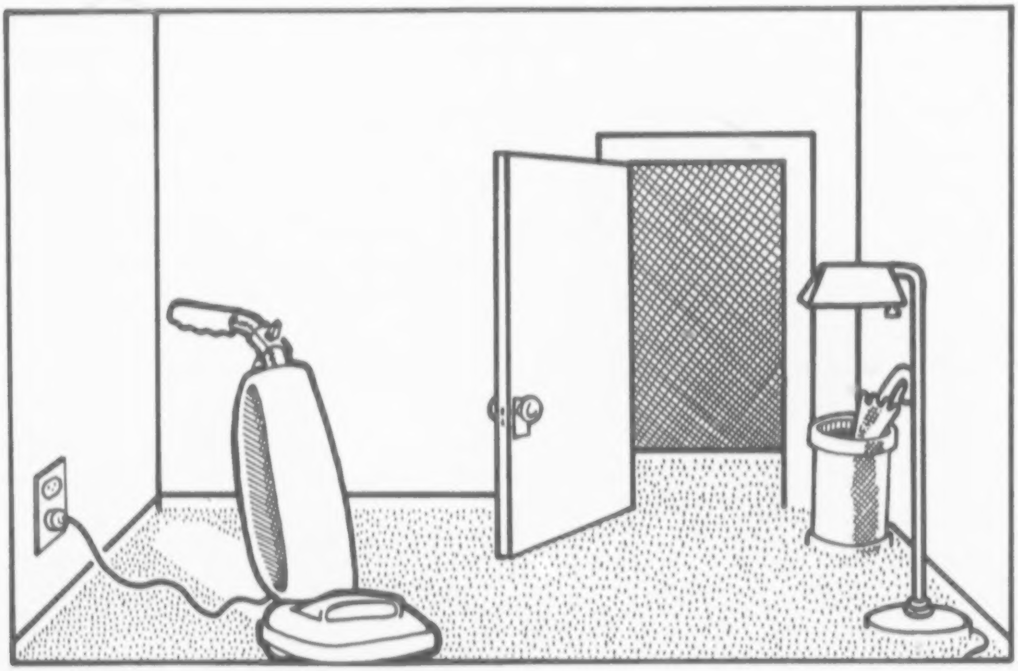
(Individual's name)

____

(Staff member's name)

Vocabulary List for Vacuuming the Carpet

- vacuum
- storage place
- carpet
- unwind
- plug
- electrical outlet
- handle
- release
- on
- off
- switch
- room
- carefully
- continue
- move
- objects
- clean
- back
- forth
- motion
- finish
- wind
- cord
- cord holder
- rewind
- unplug
- push
- floor
- corner
- upright



Steps for Vacuuming the Carpet

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Get the vacuum from its usual storage place.
2. Move the vacuum to a carpeted area.
3. Unwind the vacuum cord.
4. Carefully plug the cord into an electrical outlet.
5. Push the handle release on the vacuum.

   (This step is used for an upright vacuum. If using a canister vacuum, exclude this step.)
6. Push the ON/OFF switch to turn the vacuum ON.
7. Begin vacuuming in a corner of the room. Push the vacuum in a back-and-forth motion to and from your body while moving it across the carpet.

   (It is important to choose a specific location, such as the far corner of a room, to begin vacuuming. Also, it is important to choose a specific pattern or direction of vacuuming, such as moving the vacuum to and from the body while vacuuming from left to right across the carpet. This consistent pattern will help the individual learn to thoroughly vacuum all areas of the carpet.)
8. As you vacuum, move any small objects that are on the floor.
9. Continue vacuuming until all the carpet has been cleaned.
10. Return handle to an upright position.

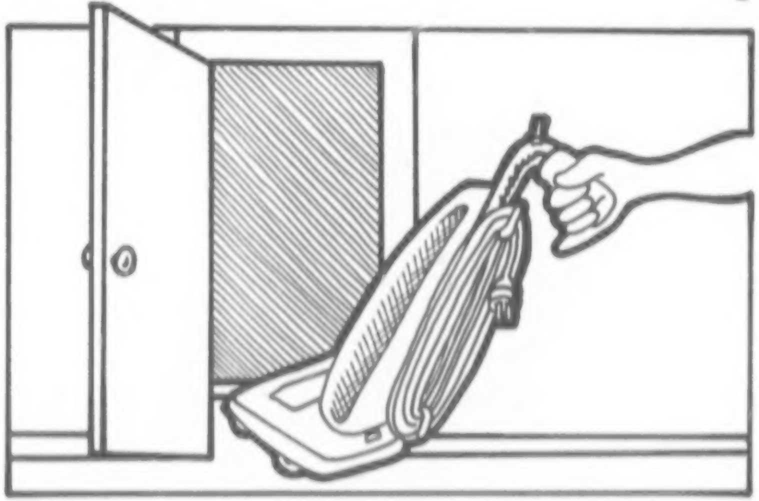
    (This step is used for an upright vacuum. If using a canister vacuum, exclude this step.)
11. Turn the ON/OFF switch to OFF when finished vacuuming.
12. Put back any objects that you moved while vacuuming.
13. Carefully unplug the vacuum cord from the electrical outlet.
14. Wind the cord around the cord holder.

    OR

    Rewind the cord into the vacuum.
15. Return the vacuum to its usual storage place.

Steps for Vacuuming the Carpet

1



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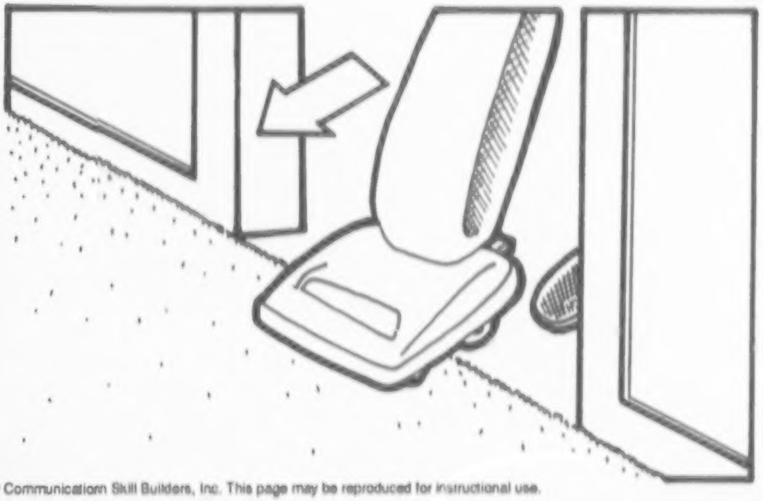

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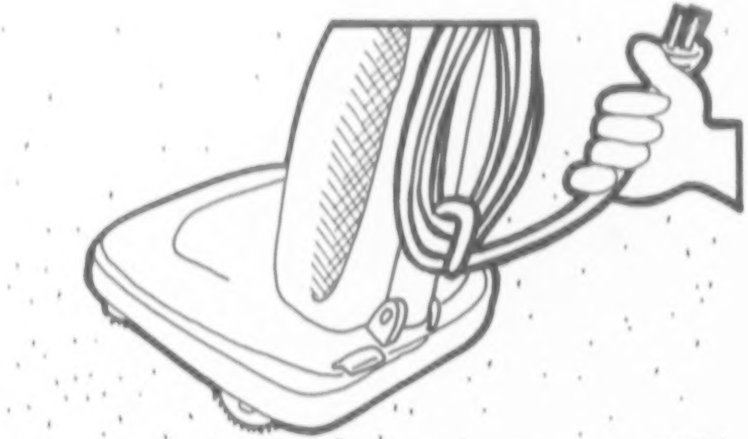
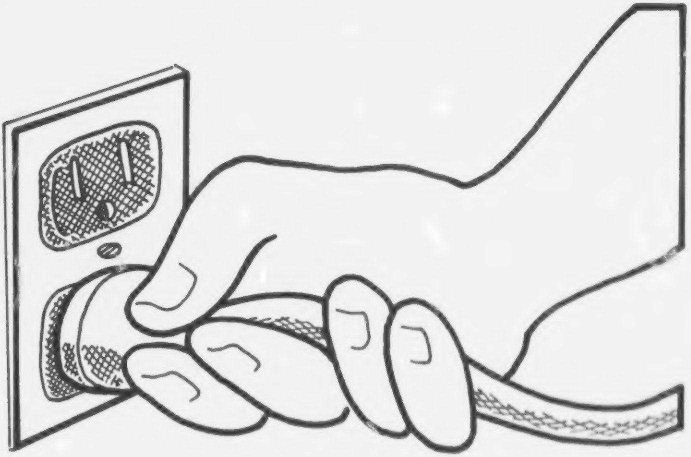


1. Get the vacuum from its usual storage place.

3. Unwind the vacuum cord.

2. Move the vacuum to a carpeted area.

4



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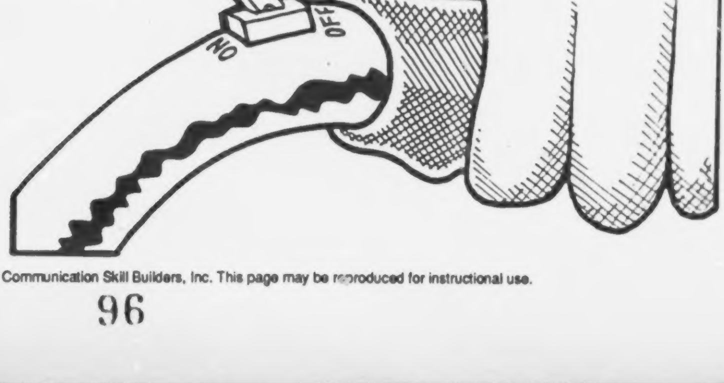

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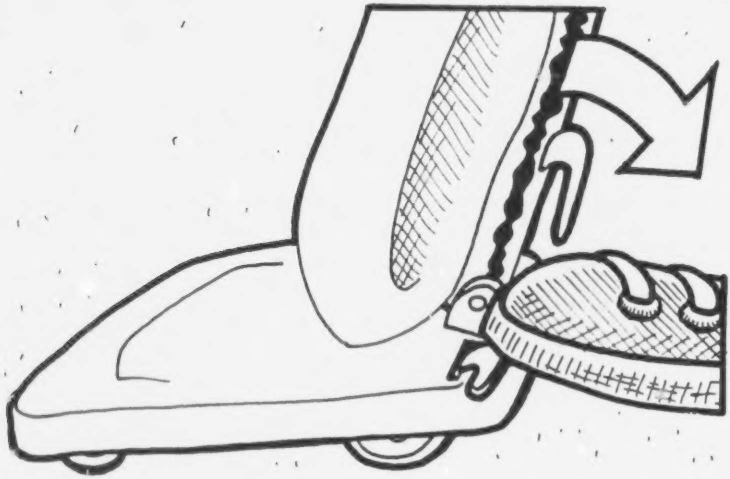

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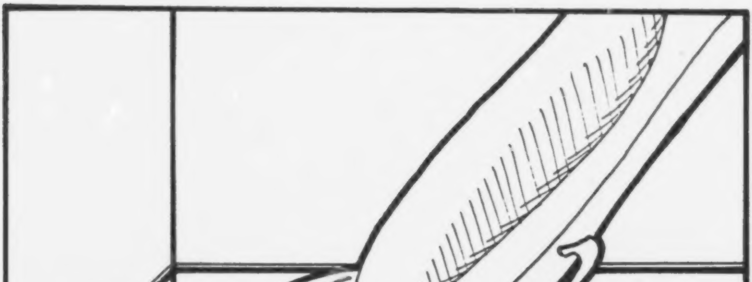


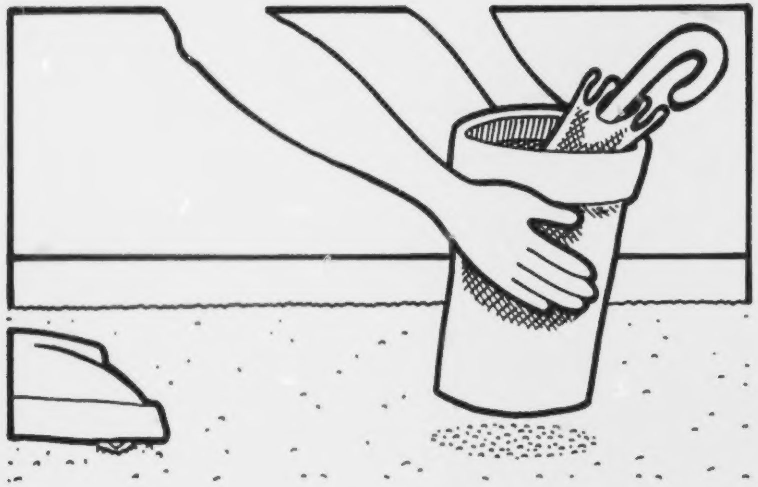
5. Push the handle release on the vacuum. (This step is used for an upright vacuum. If using a canister vacuum, exclude this step.)

7. Begin vacuuming in a corner of the room. Push the vacuum in a back-and-forth motion to and from your body while moving it across the carpet.

4. Carefully plug the cord into an electrical outlet.

6. Push the ON/OFF switch to turn the vacuum ON.

8



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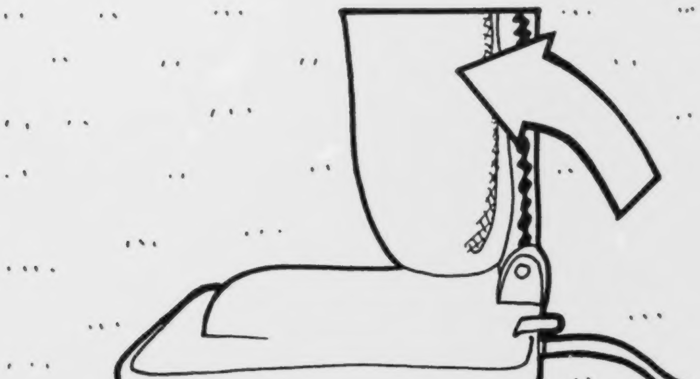

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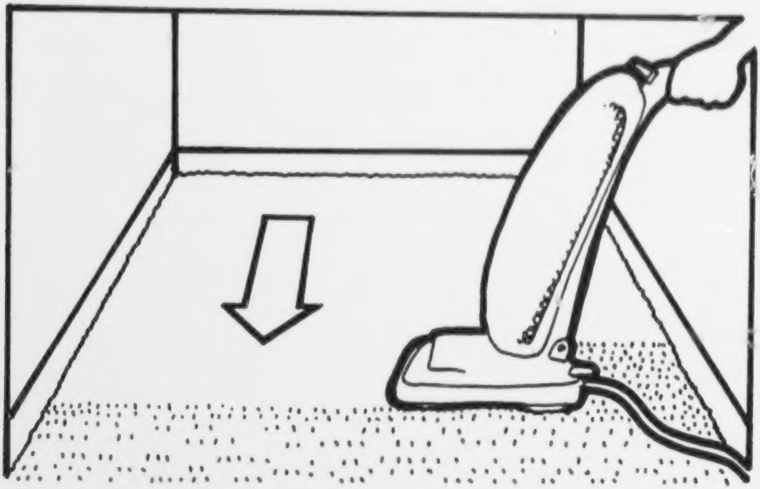

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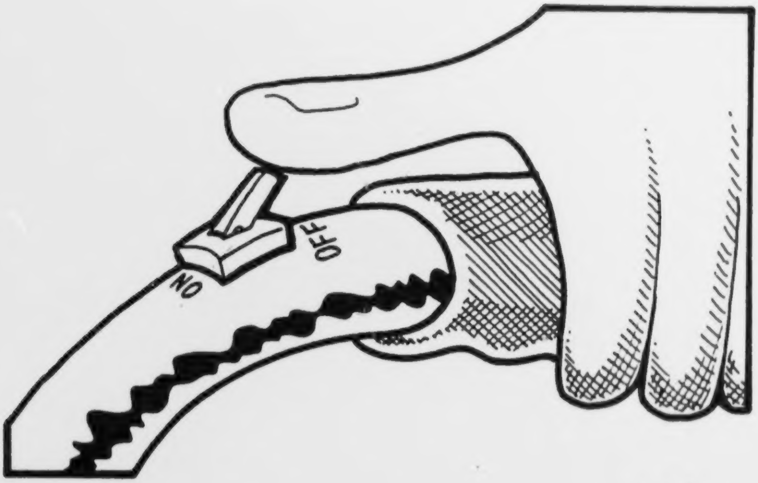


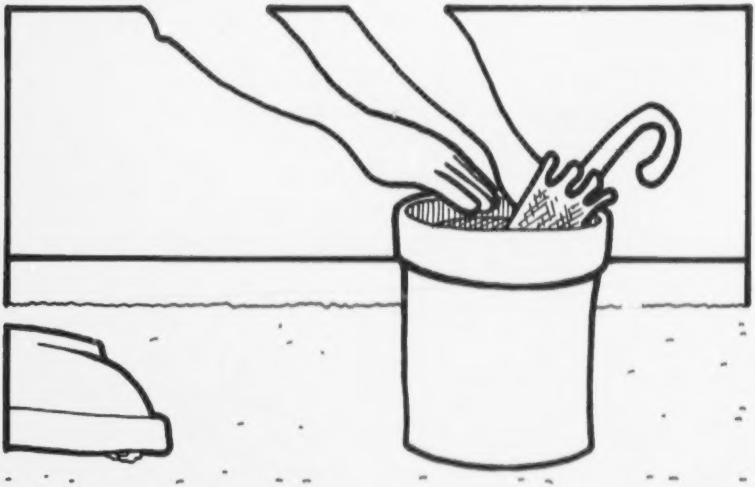
9. Continue vacuuming until all the carpet has been cleaned.

11. Turn the ON/OFF switch to OFF when finished vacuuming.

8. As you vacuum, move any small objects that are on the floor.

10. Return handle to an upright position. (This step is used for an upright vacuum. If using a canister vacuum, exclude this step.)

12



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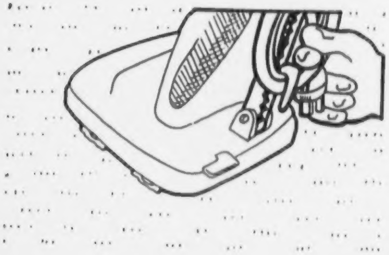

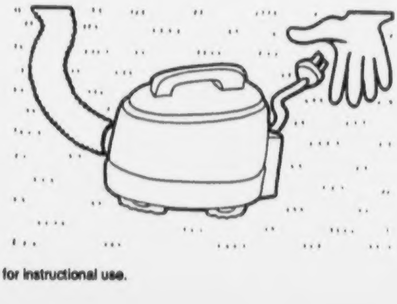

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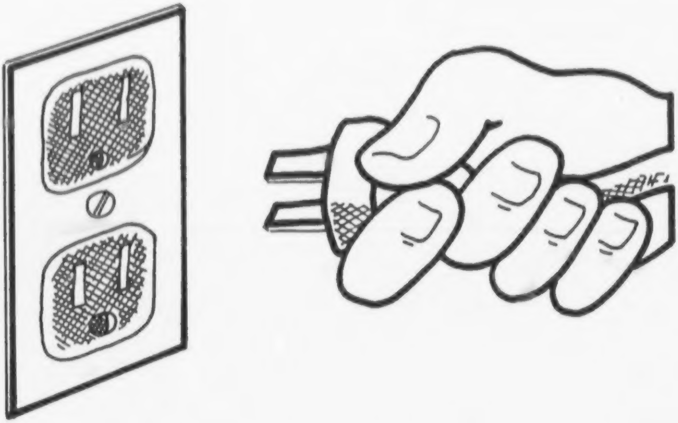

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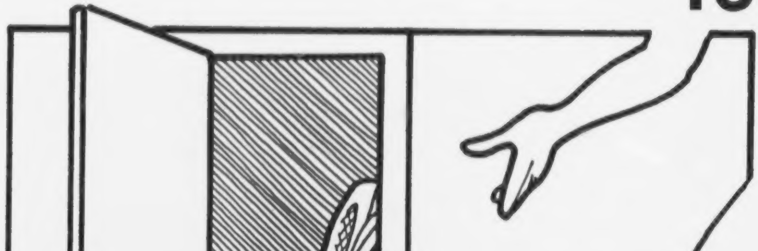


13. Carefully unplug the vacuum cord from the electrical outlet.

15. Return the vacuum to its usual storage place.

12. Put back any objects that you moved while vacuuming.

14. Wind the cord around the cord holder.

OR

Rewind the cord into the vacuum.

Object Recognition

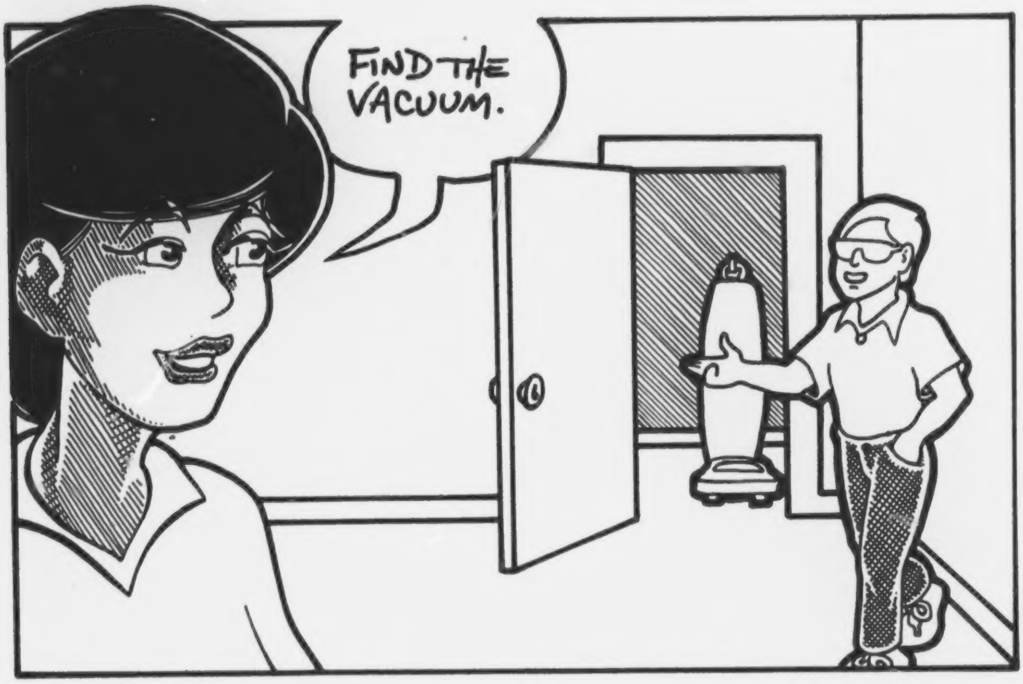
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in vacuuming the carpet when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 81)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


FIND THE VACUUM.

Recognition of Objects Needed for a Routine Task

GOAL: To improve receptive language skills

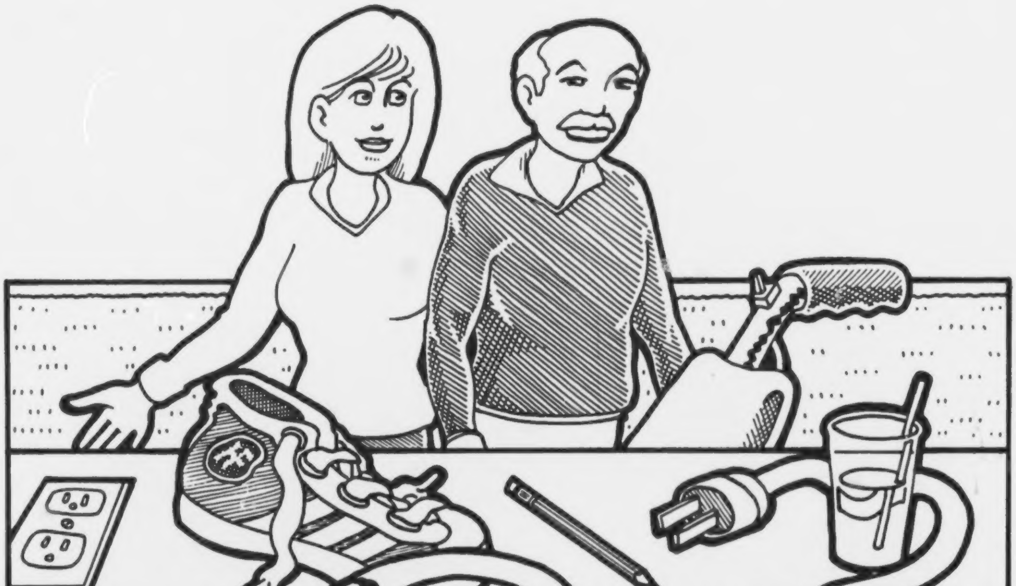
OBJECTIVE: The individual will recognize objects needed for the routine task of vacuuming the carpet.

MATERIALS: Objects used for the task (See Vocabulary List, page 81)

Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to vacuuming the carpet and others unrelated to the task. Direct the individual to "Find the ones we use to vacuum the carpet."
2. Direct the individual to "Find the things needed to vacuum the carpet." Have the individual find the items in their normal storage places.



Picture Search

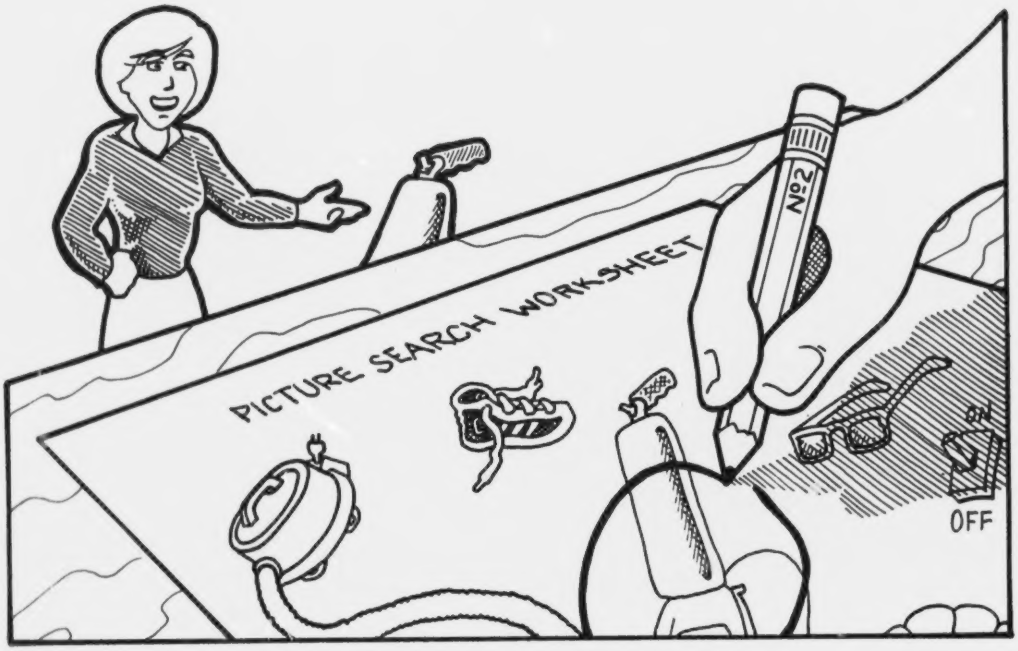
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in vacuuming the carpet, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

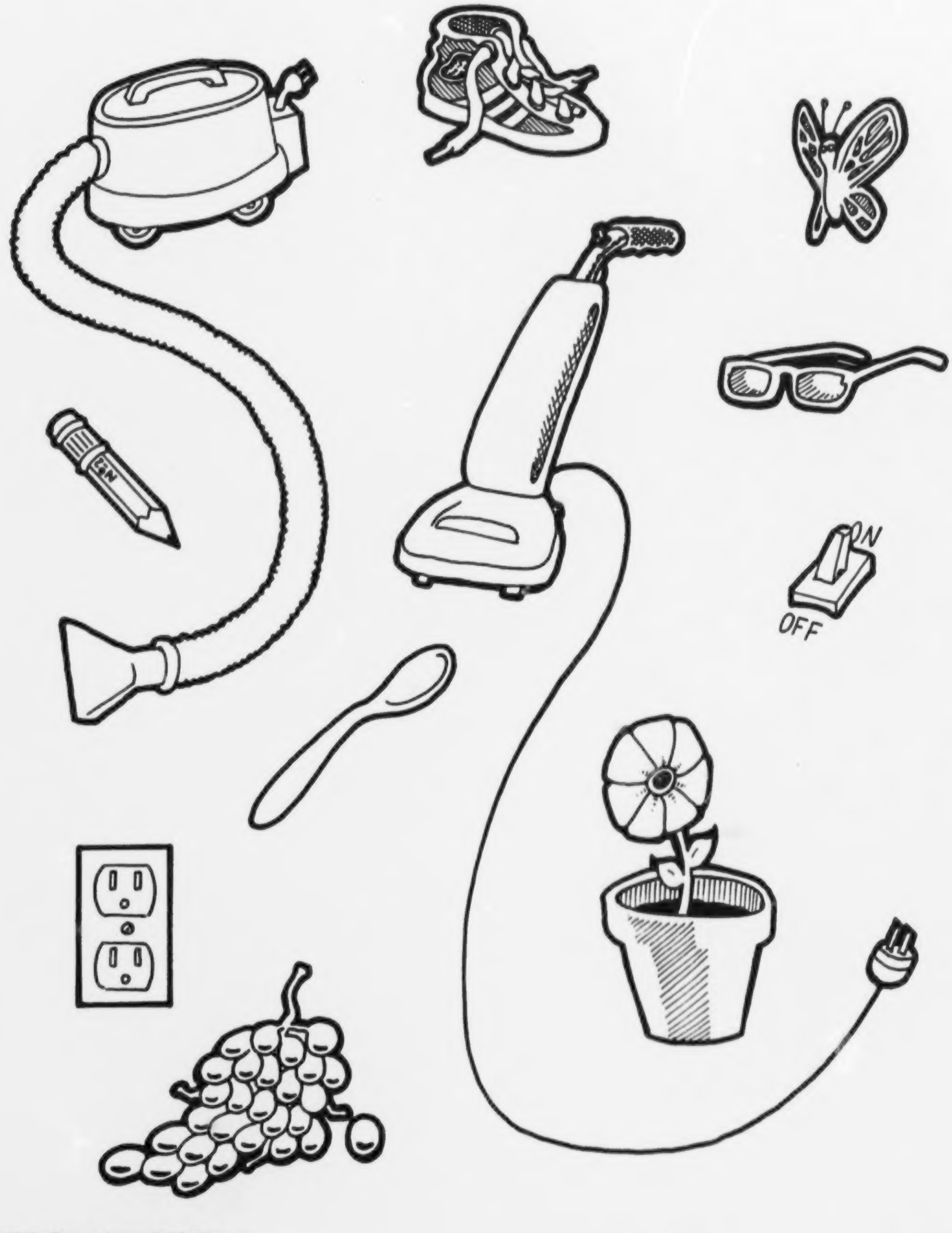
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in vacuuming the carpet. Do not use the real objects unless the individual needs help.



Vacuuming the Carpet
Picture Search Worksheet

Name ______________________________

Look at the pictures below. Find the things you use to vacuum the carpet. Draw a circle around those pictures.



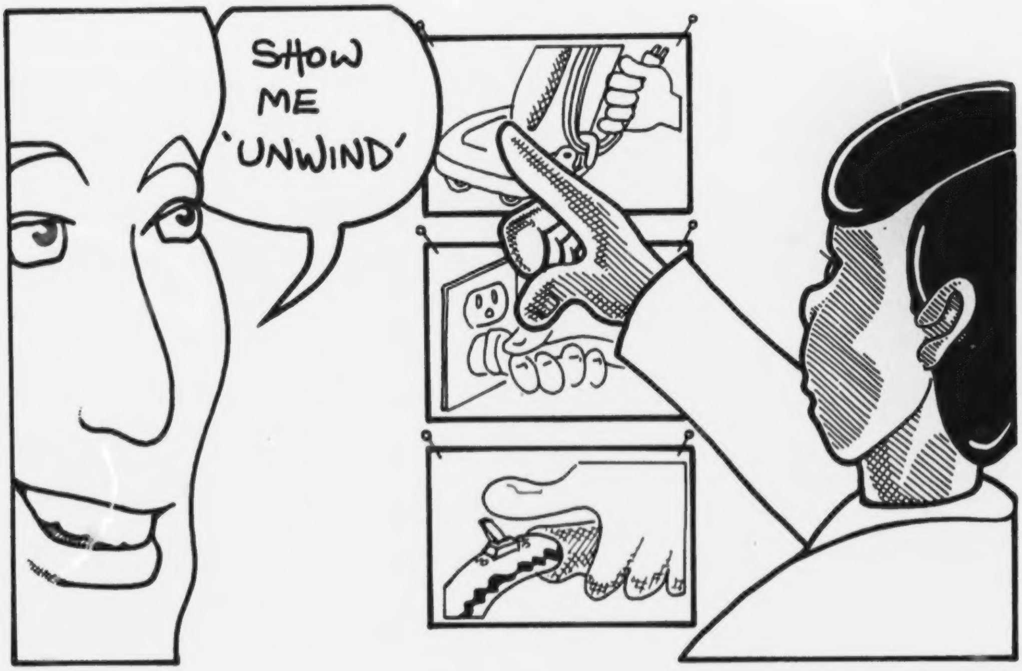
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with vacuuming the carpet, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."



Follow Single-Step Directions

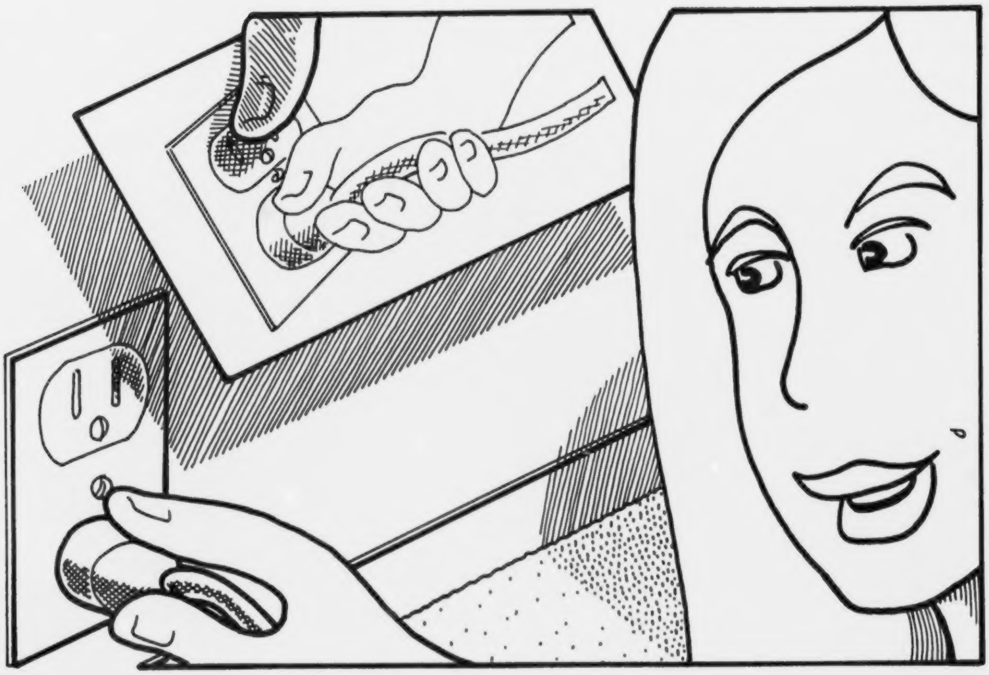
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for vacuuming the carpet when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Vacuuming the Carpet (page 82)

ACTIVITIES: Refer to Steps for Vacuuming the Carpet. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

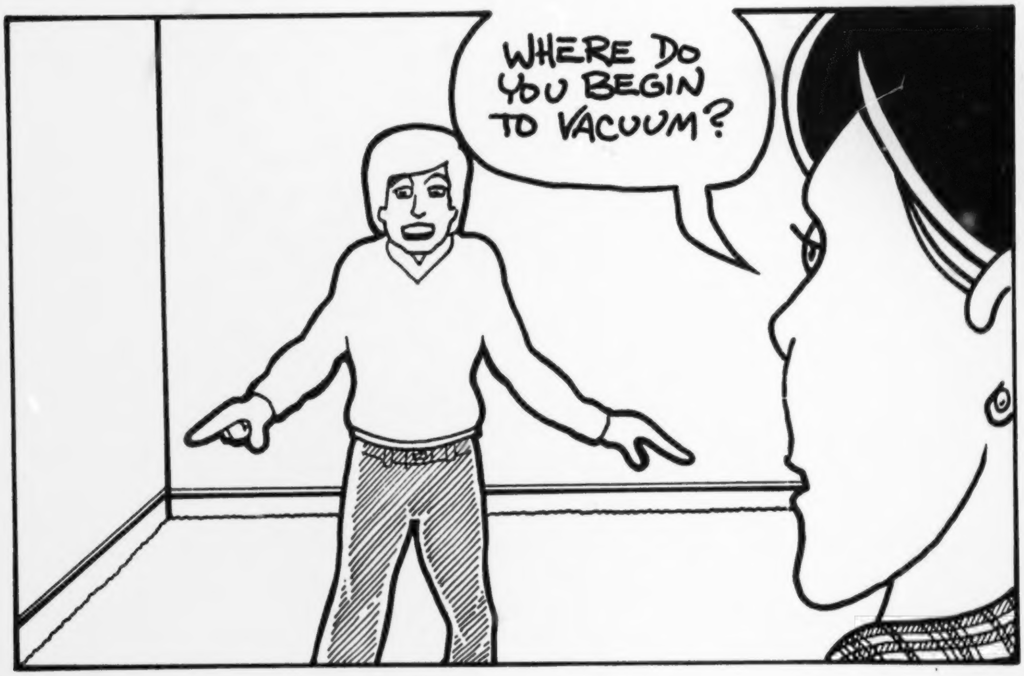
OBJECTIVE: The individual will respond to simple questions about the task of vacuuming the carpet, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Vacuuming the Carpet

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Vacuuming the Carpet worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHERE DO YOU BEGIN TO VACUUM?

Simple Questions for Vacuuming the Carpet
Level 1

1. Which one is a vacuum cleaner/a canister vacuum/an upright vacuum?
2. Which one is a vacuum cord?
3. Which one is an electrical outlet?
4. Which one is plugged in?
   Which one is unplugged?
5. Which vacuum cleaner is turned ON?
   Which vacuum cleaner is turned OFF?
6. What is the person getting?
   What is the person using?
7. What is the person doing?
8. What is the person vacuuming?
9. What is the person using to vacuum the carpet?
10. Who is vacuuming?

Level 2

11. What do you turn on to start the vacuum cleaner?
12. What do you do with the switch to start the vacuum cleaner?
13. What do you do with the switch to stop the vacuum cleaner?
14. Where do you begin to vacuum?
15. Where do you keep the vacuum cleaner?
16. Where do you put the cord when you are finished vacuuming?
17. Why do you vacuum the carpet?
18. When do you vacuum the carpet?
19. What do you do with small objects on the floor when you are vacuuming?
20. How do you move the vacuum cleaner when you are vacuuming the carpet?

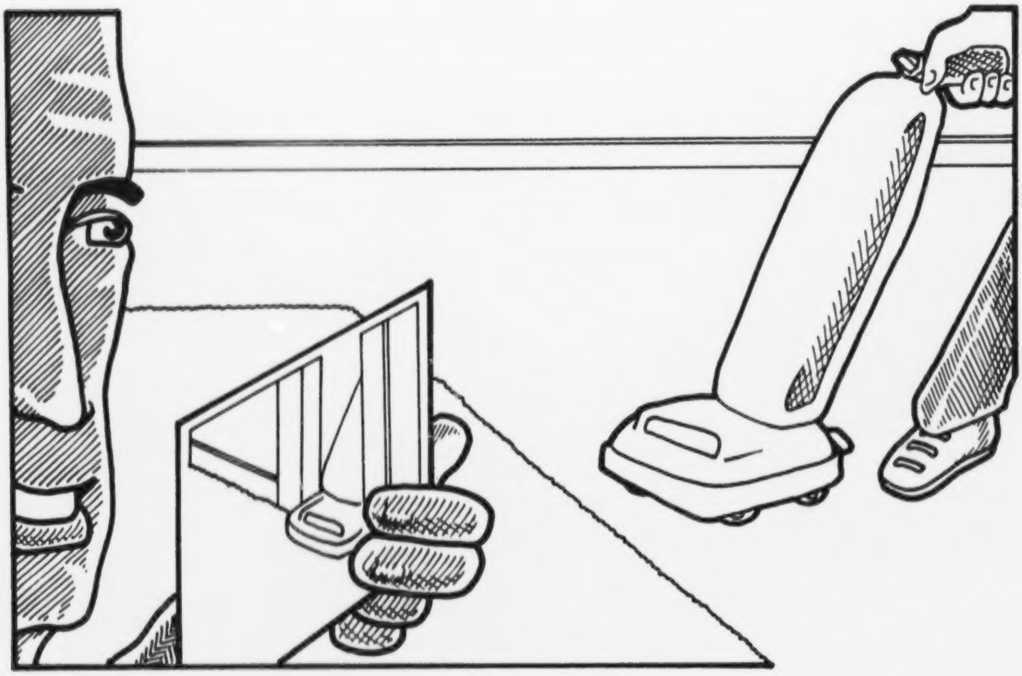
Follow Sequenced Picture Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of vacuuming the carpet, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.



Picture Sequencing

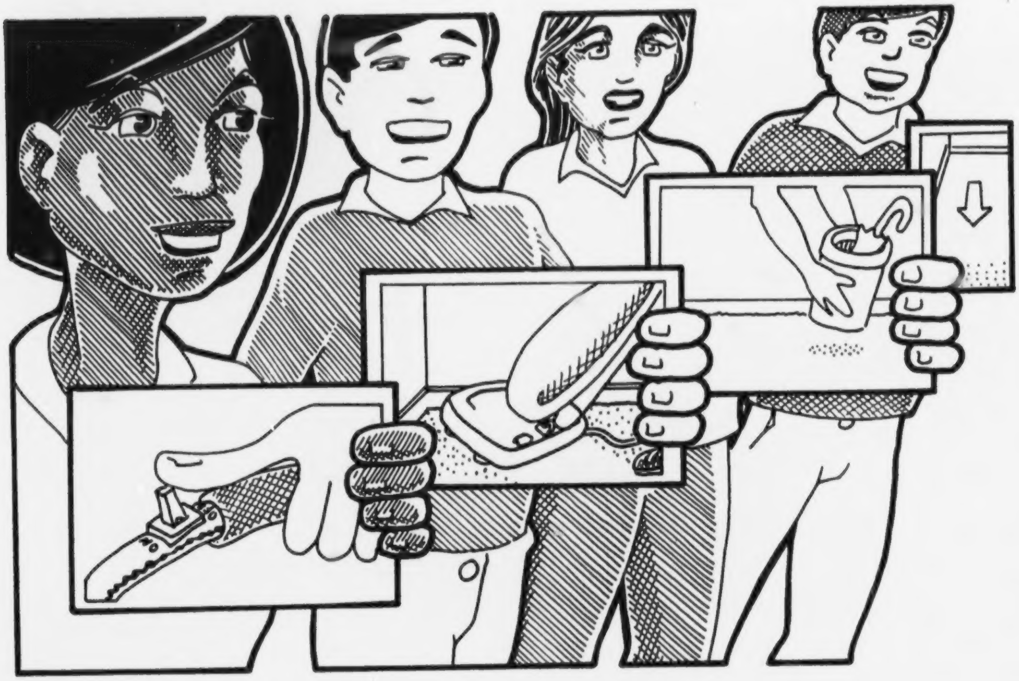
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of vacuuming the carpet, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

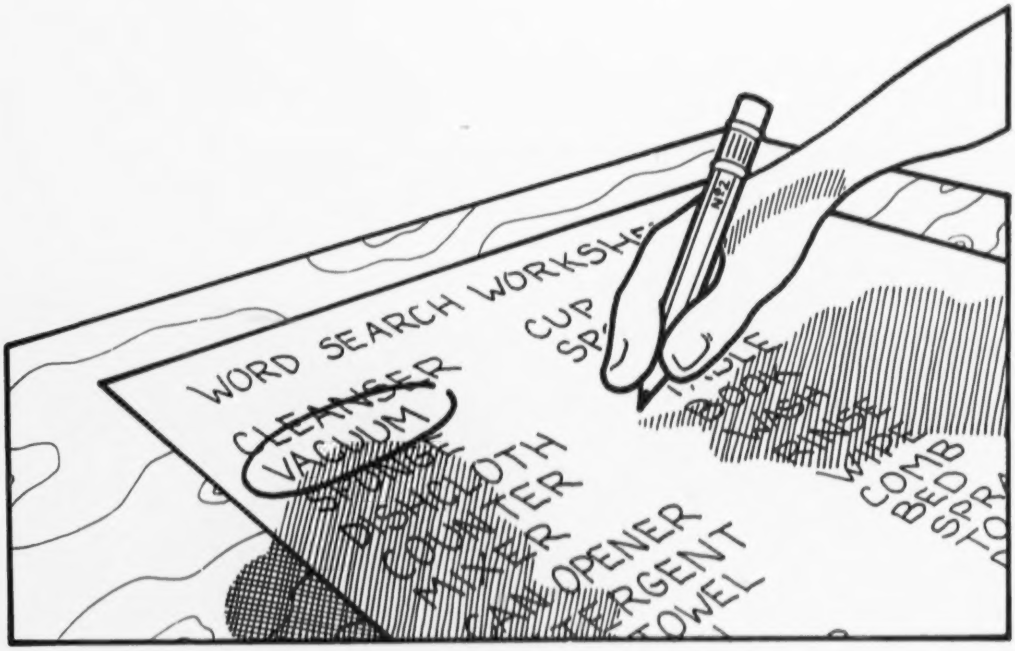
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of vacuuming the carpet, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in vacuuming the carpet.
2. Have the individual copy those words on the lines at the bottom of the page.


WORD SEARCH WORKSHE
CUP
~~CLEANSER~~
VACUUM
SPONGE
DISHCLOTH
COUNTER
MIXER
CAN OPENER
DETERGENT
TOWEL
BOOK
WASH
RINSE
WIPE
COMB
BED
№2

Vacuuming the Carpet
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to vacuum the carpet. Circle those words.

cleanser
vacuum
sponge
dishcloth
counter
mixer
carpet
detergent
cup
spoon
dog

table
book
switch
rinse
wipe
dish towel
cord holder
shoe
soap dish
paper towel
milk

pencil
cup
cord
bed
spray cleaner
toothbrush
dry
electrical outlet
eraser
spray

2. Look at the words you have circled above. These are the things you need to vacuum the carpet. Copy those words on the lines below.

______________________ ______________________

______________________ ______________________

______________________ ______________________

Word Closure

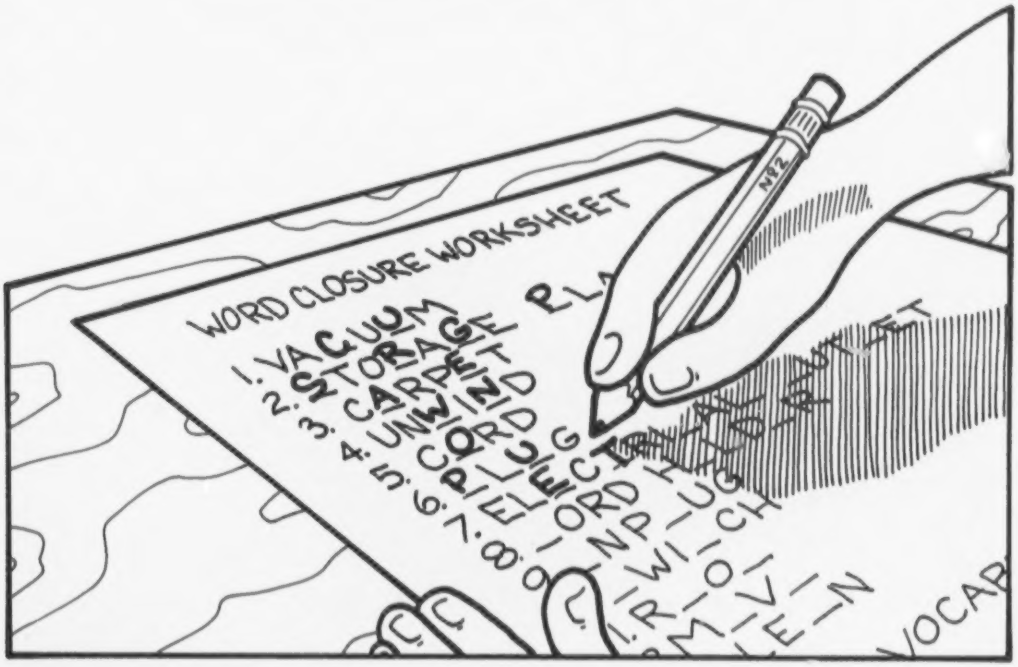
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in vacuuming the carpet, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Vacuuming the Carpet
Word Closure Worksheet 1

Name ____________________

1. V A __ U __ M
2. __ T O __ A __ E
   __ L A __ E
3. C __ R P __ T
4. U N __ I __ D
5. C __ R D
6. __ L __ G
7. E L __ C __ R I __ A L
   __ U T __ E T
8. __ O R D
   H __ L D __ R
9. __ N P __ U G
10. __ W I __ C H
11. R __ O __
12. M __ V __
13. __ L E __ N
14. B __ __ K
15. __ O R __ H
16. M O __ I O __
17. F I __ I __ H
18. W __ N D
19. P __ S __
20. R __ W I __ D
21. __ A N __ L __
22. R __ L E __ S __
23. F L __ __ R
24. C __ R N __ R
25. __ P __ I G __ T

Vocabulary List

VACUUM
STORAGE PLACE
CARPET
UNWIND
CORD
PLUG
ELECTRICAL OUTLET
CORD HOLDER
UNPLUG

SWITCH
ROOM
MOVE
CLEAN
BACK
FORTH
MOTION
FINISH

WIND
PUSH
REWIND
HANDLE
RELEASE
FLOOR
CORNER
UPRIGHT

Vacuuming the Carpet
Word Closure Worksheet 2

Name ______________________________

1. V A __ U __ M
2. __ T O __ A __ E
   __ L A __ E
3. C __ R P __ T
4. U N __ I __ D
5. C __ R D
6. __ L __ G
7. E L __ C __ R I __ A L
   __ U T __ E T
8. __ O R D
   H __ L D __ R
9. __ N P __ U G
10. __ W I __ C H
11. R __ O __
12. M __ V __
13. __ L E __ N
14. B __ __ K
15. __ O R __ H
16. M O __ I O __
17. F I __ I __ H
18. W __ N D
19. P __ S __
20. R __ W I __ D
21. __ A N __ L __
22. R __ L E __ S __
23. F L __ __ R
24. C __ R N __ R
25. __ P __ I G __ T

Vocabulary List

CORD HOLDER
STORAGE PLACE
ROOM
FINISH
UPRIGHT
CARPET
FORTH
ELECTRICAL OUTLET
HANDLE

MOVE
VACUUM
CLEAN
REWIND
MOTION
FLOOR
CORNER
UNWIND

CORD
PUSH
SWITCH
RELEASE
PLUG
BACK
UNPLUG
WIND

Vacuuming the Carpet
Word Closure Worksheet 3

Name ______________________________

1. __ A C __
2. __ T O __ A __ E
   __ L A __ E
3. M O __ I O __
4. U N __ I __ D
5. V A __ U __ M
6. C __ R D
7. W __ N D
8. __ L __ G
9. E L __ C __ R I __ A L
   __ U T __ E T
10. R __ W I __ D
11. F I __ I __ H
12. __ O R D
    H __ L D __ R
13. C __ R P __ T
14. __ A N __ L __
15. __ O R T __
16. __ N P __ U G
17. P __ S __
18. R __ L E __ S __
19. __ W I __ C H
20. R __ O __
21. C __ R N __ R
22. M __ V __
23. __ P __ I G __ T
24. F L __ __ R
25. __ L E __ N

Vocabulary List

VACUUM
FINISH
UPRIGHT
CORD HOLDER
CLEAN
CARPET
FORTH
ROOM
HANDLE

ELECTRICAL OUTLET
MOVE
STORAGE PLACE
REWIND
UNPLUG
UNWIND
CORD
MOTION

WIND
PUSH
SWITCH
CORNER
RELEASE
PLUG
BACK
FLOOR

Word, Phrase, or Sentence Match

GOAL: To improve receptive language skills

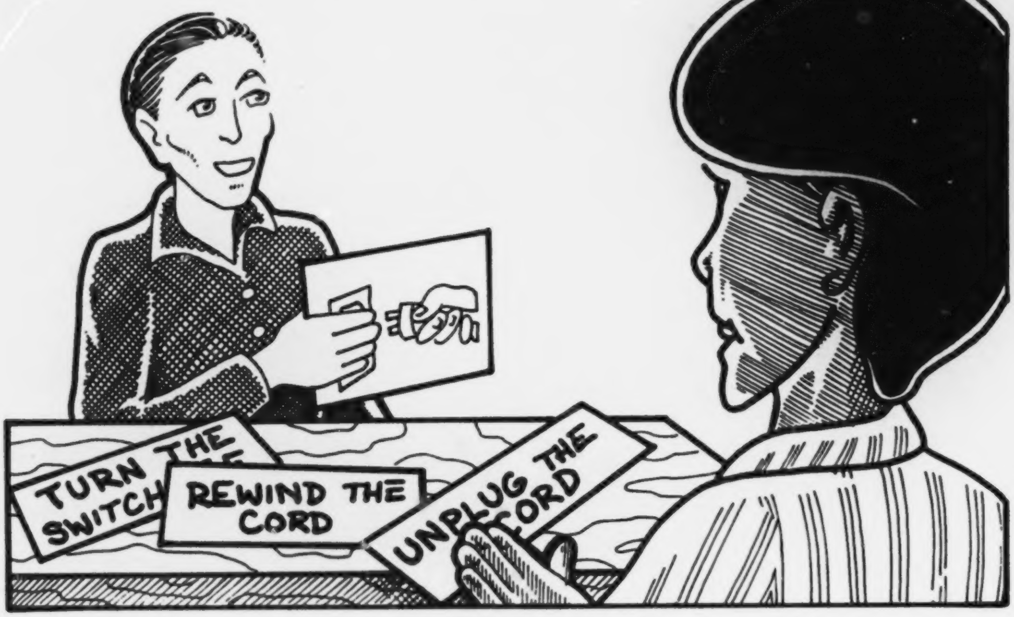
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

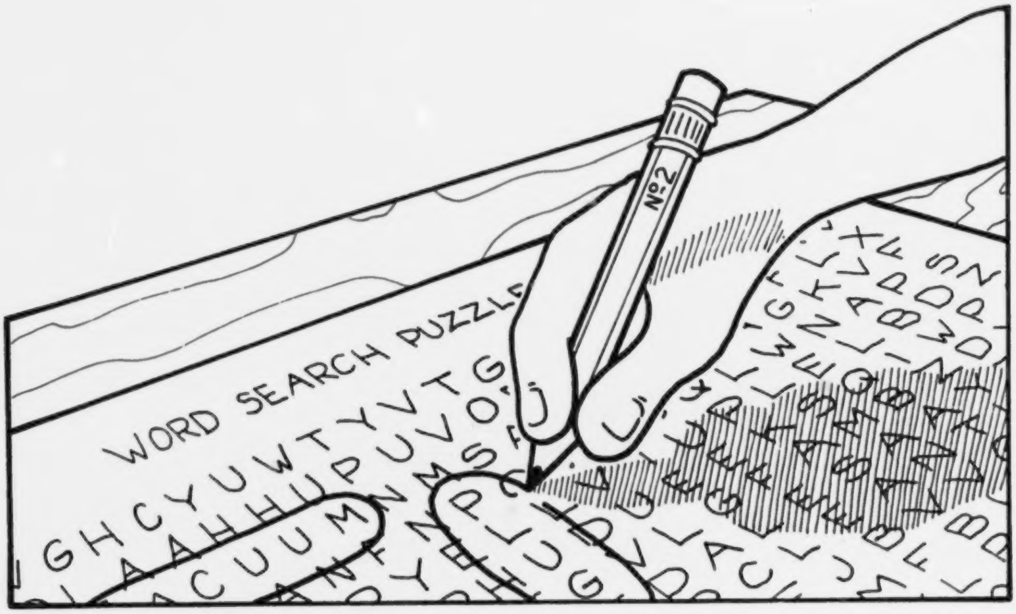
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with vacuuming the carpet, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Vacuuming the Carpet
Answer Keys
Word Search Puzzle 1

```
S T O R A G E P L A C E L E C T R I C A L
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . O U T L E T . . . . . . . . . .
. . . . U N W I N D C O R D . . . . . . .
. U N P L U G . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . M O V E . . . . . . . . . . . .
P L U G . . . . . C A R P E T P U S H . .
F I N I S H C L E A N B A C K . . . . . .
. . . . . . . C O R D H O L D E R . . . .
. . H A N D L E . . . . . . . . . . . . .
. . . . . . . F O R T H . . . W I N D . .
. . . . . . . F L O O R . . . . . . . . .
R E W I N D . . . R E L E A S E . . . . .
C O R N E R M O T I O N . . . S W I T C H
V A C U U M . . . . . . . . . . . . . . .
. . . . . U P R I G H T R O O M . . . . .
```

Word Search Puzzle 2

```
. C O R N E R . . . . . . . . . . .
. . O U T L E T . . . . . . . . . .
. . . . . E . C . P L U G . . . . .
. . . . . C C A H W I N D V . . . .
. . . . S T O R A G E P L A C E . .
. . . . . R R P N . . L . C L E A N
. F . . . I D E D . . U . U . . . .
. L . . . C H T L . . G . U . . . .
F O R T H A O . E . . . . M O V E .
C O R D . L L . . . . . . . . . . .
. R E W I N D . . . M . . P . . . .
. O . . . . E F . . O . . U . . . .
. O . . U P R I G H T . . S . . . .
. M . . . . E N S W I T C H . . . .
. . . . . . L I . . O . . . . . . .
. . . . . . E S . U N W I N D . . .
. . . . . . A H . . . . . . . . . .
. . . . . . S . . . . . . . . . . .
. . . . . . E . . . . . . . B A C K
```

Word Search Puzzle 3

```
. . F . . . . . . F L O O R G . . . . . .
S W I T C H . . . . . . U U . . . . . R .
. . N . . . N . . . . . L T N . . . E . .
. . I . . A . . . . . P . . L P . D . . .
. . S . E . . . . . . . . . R E L E A S E
. . H L . . . . . . H . . . . O T U . . .
. . C A R P E T . S . . . . H . . . G . .
R E W I N D . . U N W I N D . . . . . . .
. . . . . D . P . . U P R I G H T . V . .
. . . . . . L . R S T O R A G E P L A C E
. . . . . . . E L E C T R I C A L . C . .
. . . . W I N D . . . . . O . . . . U . .
. . . M . R . . . . . . . F O R T H U . .
. . . . O . . . . . . . . . . M . . M . .
. B A C K T . . . . . . . . . . . . . . .
. . . O . . I . . . . . . . . . . . . . .
. . . R . . M O V E . . . . . . . . . . .
. . . D . . . . N . . . . . . . . . . . .
```

Vacuuming the Carpet
Word Search Puzzle 1

Name ______________________________

S	T	O	R	A	G	E	P	L	A	C	E	L	E	C	T	R	I	C	A	L
A	X	E	C	K	Q	B	V	S	W	O	U	C	U	N	C	X	A	Y	G	N
N	E	U	Y	U	J	B	D	U	G	O	E	P	H	P	W	C	V	Q	K	Z
Y	W	E	Q	D	O	U	T	L	E	T	X	E	X	I	R	X	J	A	Z	Z
N	K	L	U	U	N	W	I	N	D	C	O	R	D	Y	H	K	A	B	O	V
S	U	N	P	L	U	G	Z	P	H	G	H	U	G	O	U	P	A	X	B	X
M	L	I	D	M	Y	Z	C	X	S	O	V	C	Y	W	C	X	Z	F	Y	K
N	I	B	K	M	E	S	Y	O	O	C	S	K	R	Z	I	T	Z	T	S	S
Y	Q	C	X	L	M	O	V	E	E	T	C	H	U	T	J	U	V	A	A	X
P	L	U	G	P	G	B	Q	W	C	A	R	P	E	T	P	U	S	H	N	Z
F	I	N	I	S	H	C	L	E	A	N	B	A	C	K	U	O	D	V	Y	X
A	S	B	S	V	Q	Z	C	O	R	D	H	O	L	D	E	R	Q	Y	B	F
D	L	H	A	N	D	L	E	H	F	N	A	S	D	P	O	N	H	I	H	J
D	Z	X	J	T	R	G	F	O	R	T	H	I	Z	L	W	I	N	D	F	V
X	A	C	Z	F	T	Q	F	L	O	O	R	D	O	P	N	W	J	C	S	I
R	E	W	I	N	D	Q	L	T	R	E	L	E	A	S	E	J	A	I	Q	T
C	O	R	N	E	R	M	O	T	I	O	N	H	Y	I	S	W	I	T	C	H
V	A	C	U	U	M	E	Y	L	K	J	M	V	E	C	Z	H	W	F	Q	U
V	M	V	D	V	U	P	R	I	G	H	T	R	O	O	M	F	C	I	K	B

Can you find these words?

STORAGE PLACE
UPRIGHT
HANDLE
MOTION
OUTLET
VACUUM
PUSH
MOVE
CORD
CORD HOLDER
RELEASE
REWIND
SWITCH
UNWIND
FLOOR
WIND
ROOM
FORTH
ELECTRICAL
CORNER
FINISH
UNPLUG
CARPET
CLEAN
BACK
PLUG

Vacuuming the Carpet
Word Search Puzzle 2

Name ____________________

T C O R N E R X C V W R G Y T F F Z
Y R O U T L E T I F P O M L N T W G
M G M Q B E K C Q P L U G Z A A D M
U H Z Y A C C A H W I N D V E B K N
Q X E J S T O R A G E P L A C E P L
O R L W R R R P N Y X L O C L E A N
K F R Z J I D E D K Z U P U G C N P
X L V O N C H T L P G G E U S E S Q
F O R T H A O P E U L M H M O V E W
C O R D S L L R Q L L M W A F O E D
H R E W I N D D N S M O C P Q H W H
E O L N R F E F T N O N L U R S O H
Y O C Q U P R I G H T C W S R E F A
F M P L Y N E N S W I T C H D K H X
C F I Q O Y L I J X O R S W D X D I
Q U T V P H E S P U N W I N D H R S
Y R Q F R J A H F W A S U Y I L M W
A T L N Q H S K O S S V R R K K T Z
V W T H Q Y E L C I I Z E J B A C K

Can you find these words?

STORAGE PLACE
UPRIGHT
HANDLE
MOTION
OUTLET
VACUUM
PUSH
MOVE
CORD

CORD HOLDER
RELEASE
REWIND
SWITCH
UNWIND
FLOOR
WIND
ROOM
FORTH

ELECTRICAL
CORNER
FINISH
UNPLUG
CARPET
CLEAN
BACK
PLUG

Vacuuming the Carpet
Word Search Puzzle 3

Name ______________________________

M L F R T R M O D F L O O R G S P Y E Y V
S W I T C H B D R A Q V U U B S Y N D R R
M C N W O D N P O J L N L T N D N G E V G
S G I C W A F Y Z X R P C F L P N D P S S
F V S D E R S F O G Y Z P T R E L E A S E
I W H L W E W B S U H M E O R O T U J V W
K C C A R P E T V S A G W B H Q L M G I U
R E W I N D Q H U N W I N D C Q C P O P X
O O E K J D J P P V U P R I G H T J V V J
S N M P X D L Q R S T O R A G E P L A C E
K L Y V F N O E L E C T R I C A L Z C P S
B F F V W I N D Y J R I L O Q U X C U S I
S G Z M C R O X K I R Z D F O R T H U W U
Z R P F O R Y Q G E N Z T U T M A J M M X
S B A C K T K I F X S F Z T M Q A R L Q Z
R J P O H P I S X V V O V Q E M L T C V V
Z E R R B T M O V E W K Z I H X X U K Q N
H P A D A P I E N I W C H K F Z O L H B K

Can you find these words?

STORAGE PLACE
UPRIGHT
HANDLE
MOTION
OUTLET
VACUUM
PUSH
MOVE
CORD

CORD HOLDER
RELEASE
REWIND
SWITCH
UNWIND
FLOOR
WIND
ROOM
FORTH

ELECTRICAL
CORNER
FINISH
UNPLUG
CARPET
CLEAN
BACK
PLUG

Crossword Puzzles

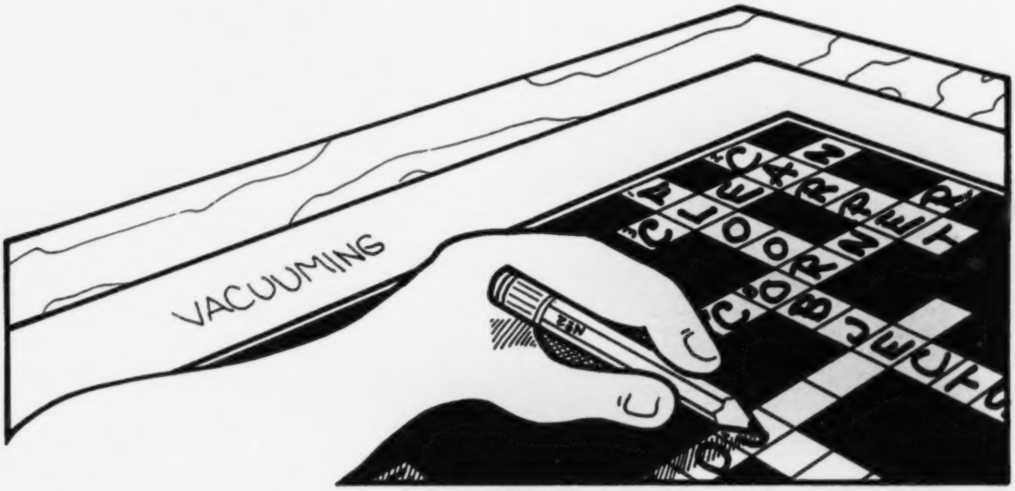
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in vacuuming the carpet.

MATERIALS: Crossword Puzzle 1, 2, or 3

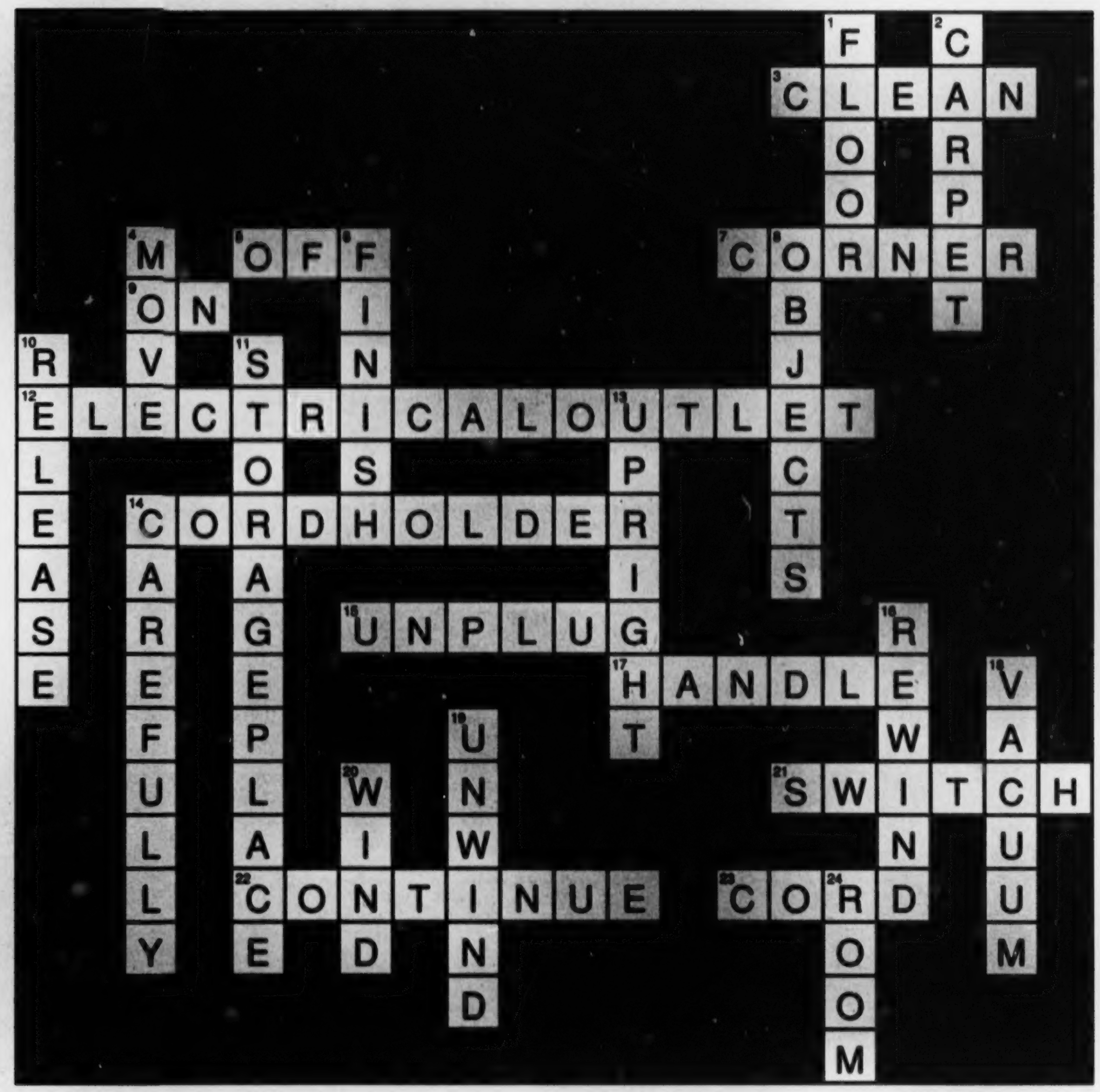
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



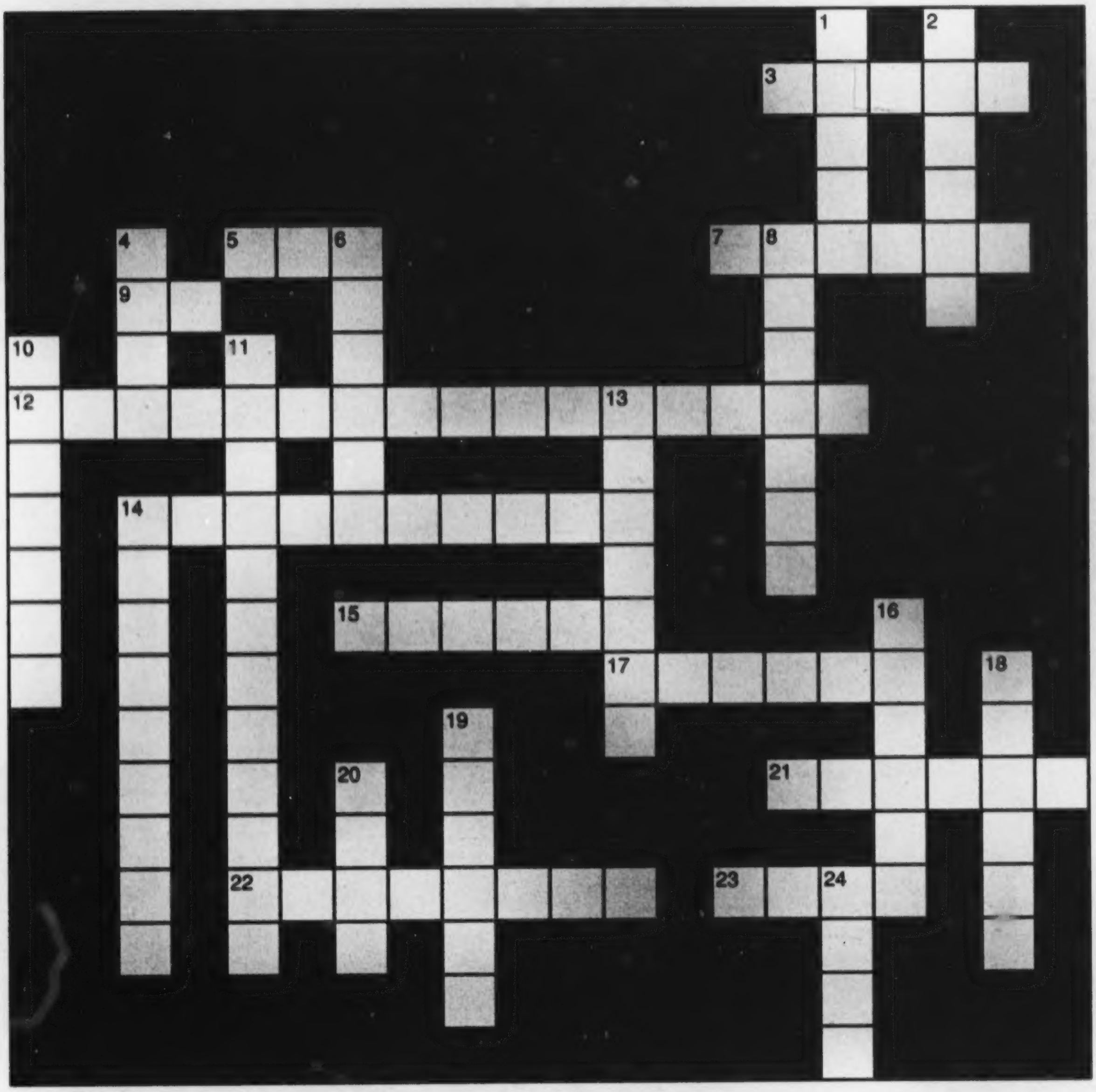
Vacuuming the Carpet
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 FLOOR
2 CARPET
3 CLEAN
4 MOVE
5 OFF
6 FINISH
7 CORNER
8 OBJECTS
9 ON
10 RELEASE
11 STORAGEPLACE
12 ELECTRICALOUTLET
13 UPRIGHT
14 CORDHOLDER
14 CAREFULLY
15 UNPLUG
16 REWIND
17 HANDLE
18 VACUUM
19 UNWIND
20 WIND
21 SWITCH
22 CONTINUE
23 CORD
24 ROOM

Vacuuming the Carpet
Crossword Puzzles 1, 2, and 3

Name ____


1
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Vacuuming the Carpet
Crossword Puzzle 1

Name ______________________________

Across Clues

3. CLEAN
5. OFF
7. CORNER
9. ON
12. ELECTRICALOUTLET (2 words)
14. CORDHOLDER (2 words)
15. UNPLUG
17. HANDLE
21. SWITCH
22. CONTINUE
23. CORD

Down Clues

1. FLOOR
2. CARPET
4. MOVE
6. FINISH
8. OBJECTS
10. RELEASE
11. STORAGEPLACE (2 words)
13. UPRIGHT
14. CAREFULLY
16. REWIND
18. VACUUM
19. UNWIND
20. WIND
24. ROOM

Word List

CARPET
CAREFULLY
CLEAN
CORNER
CORD HOLDER
CONTINUE
CORD
ELECTRICAL OUTLET
FINISH
FLOOR
HANDLE
MOVE
OBJECTS
OFF
ON
RELEASE
REWIND
ROOM
STORAGE PLACE
SWITCH
UNPLUG
UNWIND
UPRIGHT
VACUUM
WIND

Vacuuming the Carpet
Crossword Puzzle 2

Name ____

Across Clues

3. CLEAN—the opposite of dirty
5. OFF—the opposite of on
7. CORNER—a place where two walls touch
9. ON—the opposite of off
12. ELECTRICAL OUTLET—a place to plug in a cord
14. CORD HOLDER—used to wind a cord around
15. UNPLUG—to remove a cord from an electrical outlet
17. HANDLE—the part of a vacuum cleaner you hold
21. SWITCH—a button used to start a vacuum
22. CONTINUE—to keep on going
23. CORD—a wire attached to the vacuum cleaner

Down Clues

1. FLOOR—a place to walk on
2. CARPET—a large rug
4. MOVE—to put in another place
6. FINISH—to complete
8. OBJECTS—things
10. RELEASE—to let go
11. STORAGE PLACE—a place used to keep a vacuum cleaner
13. UPRIGHT—the position of a vacuum cleaner handle
14. CAREFULLY—to do with great care
16. REWIND—to retwist a cord around a vacuum cleaner
18. VACUUM—used to clean carpets
19. UNWIND—to untwist a cord from around a vacuum cleaner
20. WIND—action used to twist a cord around a vacuum
24. ROOM—a place with four walls

Word List

CARPET
CAREFULLY
CLEAN
CORNER
CORD HOLDER
CONTINUE
CORD
ELECTRICAL OUTLET
FINISH
FLOOR
HANDLE
MOVE
OBJECTS
OFF
ON
RELEASE
REWIND
ROOM
STORAGE PLACE
SWITCH
UNPLUG
UNWIND
UPRIGHT
VACUUM
WIND

Vacuuming the Carpet
Crossword Puzzle 3

Name ______________________________

Across Clues

3. the opposite of dirty
5. the opposite of on
7. a place where two walls touch
9. the opposite of off
12. a place to plug in a cord (2 words)
14. used to wind a cord around (2 words)
15. to remove a cord from an electrical outlet
17. the part of a vacuum cleaner you hold
21. a button used to start a vacuum
22. to keep on going
23. a wire attached to the vacuum cleaner

Down Clues

1. a place to walk on
2. a large rug
4. to put in another place
6. to complete
8. things
10. to let go
11. a place used to keep a vacuum cleaner (2 words)
13. the position of a vacuum cleaner handle
14. to do with great care
16. to retwist a cord around a vacuum cleaner
18. used to clean carpets
19. to untwist a cord from around a vacuum cleaner
20. action used to twist a cord around a vacuum
24. a place with four walls

Word List

CARPET
CAREFULLY
CLEAN
CORNER
CORD HOLDER
CONTINUE
CORD
ELECTRICAL OUTLET
FINISH
FLOOR
HANDLE
MOVE
OBJECTS
OFF
ON
RELEASE
REWIND
ROOM
STORAGE PLACE
SWITCH
UNPLUG
UNWIND
UPRIGHT
VACUUM
WIND

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

Real objects to match those on the shopping list

Money

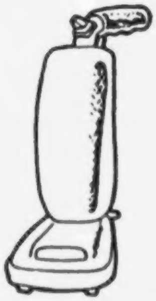
Coin Value Worksheets (pages 287-294)

ACTIVITIES:

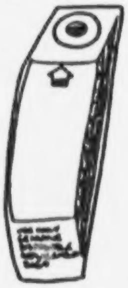
1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

Vacuuming the Carpet Shopping List Worksheet

Name ______________________________



Vacuum __________ ¢



Vacuum Cleaner Bags __________ ¢

Total __________ ¢

Label Objects or Pictures

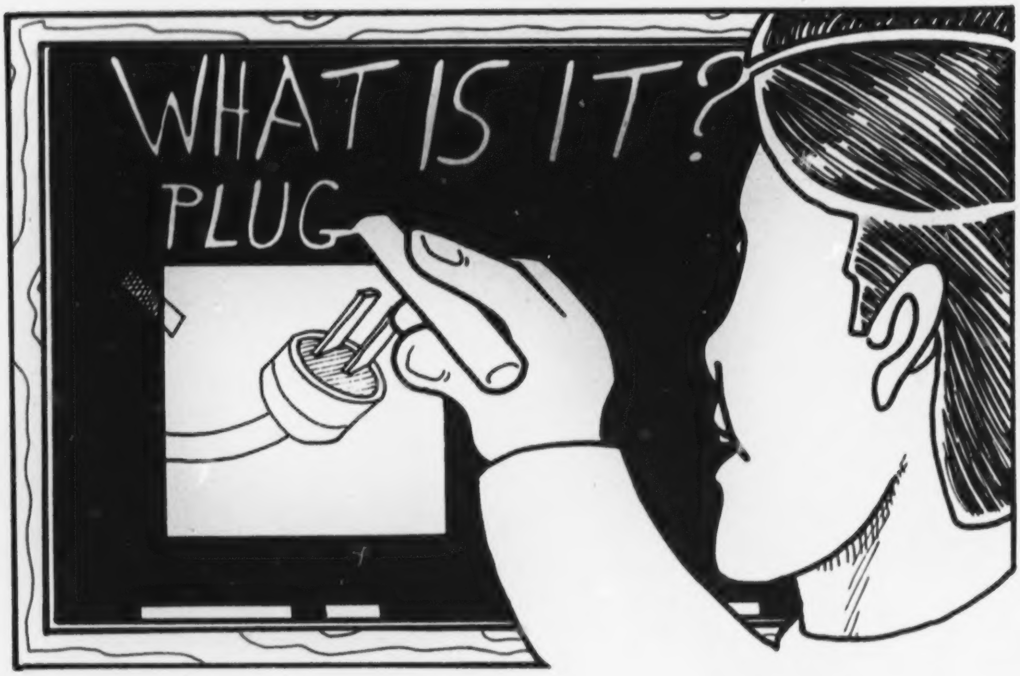
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in vacuuming the carpet.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Vacuuming the Carpet, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in vacuuming the carpet. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in vacuuming the carpet. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



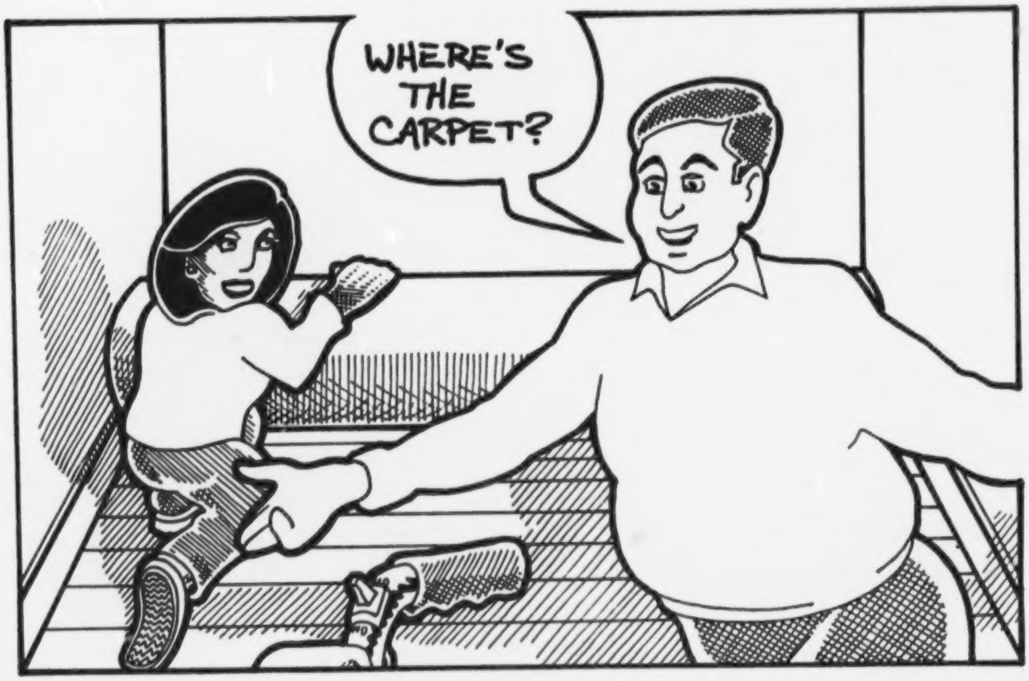
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of vacuuming the carpet.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Vacuuming the Carpet, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to vacuum the carpet. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE CARPET?

Label or Request Actions

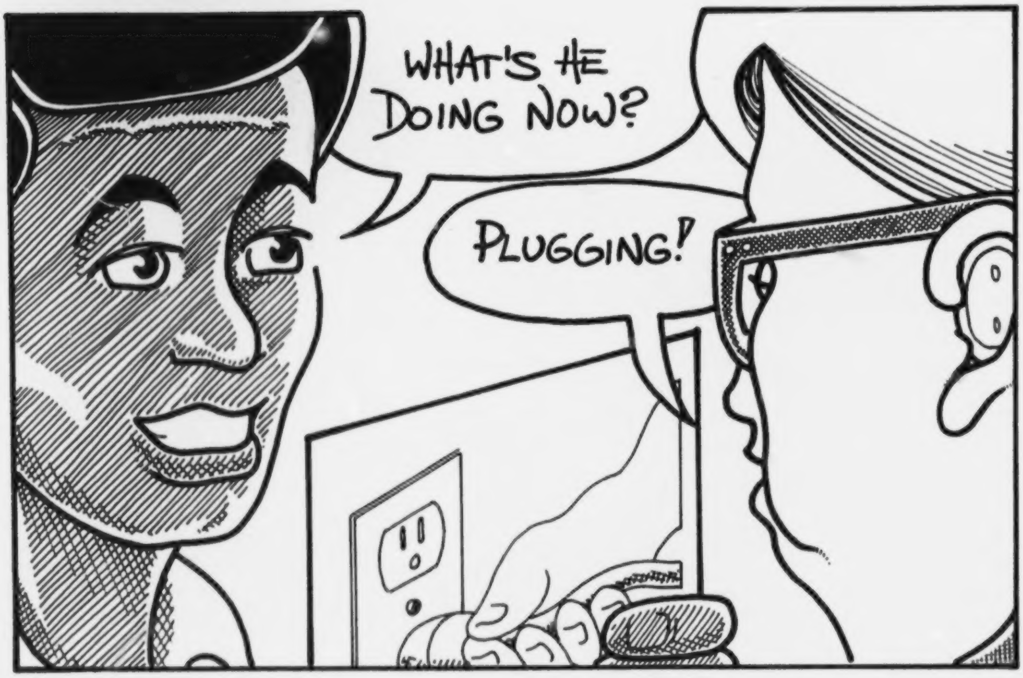
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with vacuuming the carpet, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT'S HE DOING NOW?
PLUGGING!

Express Action Steps, Using a Word, Phrase, or Sentence

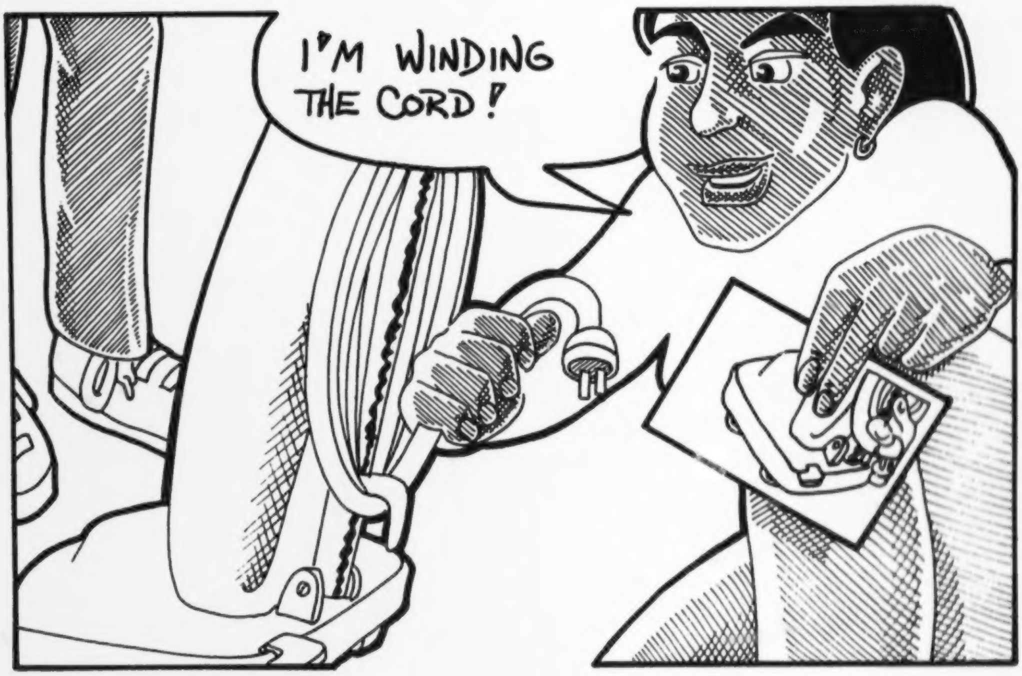
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


I'M WINDING THE CORD!

Answer Simple Questions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of vacuuming the carpet.

MATERIALS: Simple Questions for Vacuuming the Carpet (page 98)

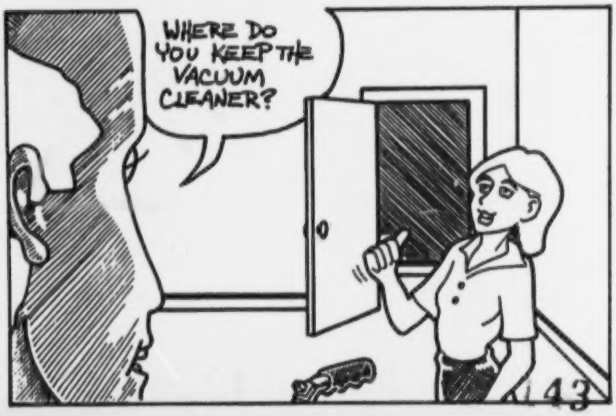
Flip Book pictures

Multiple Choice Questions

Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Vacuuming the Carpet list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Vacuuming the Carpet list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHERE DO YOU KEEP THE VACUUM CLEANER?

Vacuuming the Carpet
Multiple Choice Questions

Name ______________________________

1. What do you use to clean the carpet?
   a. A broom
   b. A mop
   c. A vacuum

2. What do you do with the vacuum cord before you can use the vacuum?
   a. Plug it in
   b. Wind it up
   c. Tie it

3. What do you do with the switch before you use the vacuum?
   a. Leave it alone
   b. Turn it off
   c. Turn it on

4. Where do you begin vacuuming?
   a. In the center of the room
   b. On the floor
   c. In the corner

5. What motion do you use when vacuuming?
   a. Back-and-forth, side-to-side sweeping motion
   b. Back-and-forth motion to and from the body
   c. Zig-zag motion across the carpet

6. Before using an upright vacuum, what do you have to do to the handle?
   a. Release it
   b. Fold it
   c. Push it

7. What do you do with the switch when you are finished vacuuming?
   a. Turn it on
   b. Turn it off
   c. Leave it alone

8. What do you do with the cord when you are finished vacuuming?
   a. Unplug, then rewind it
   b. Plug it in, then unwind it
   c. Unwind it, then plug it in

9. What do you do with the objects moved while vacuuming?
   a. Throw them out
   b. Store them
   c. Put them back

10. Where do you put the vacuum when you are finished?
    a. In its usual storage place
    b. In the bathroom
    c. In the garage

Vacuuming the Carpet
Yes/No Questions

Name ____

1. Do you vacuum the bathtub?
   YES NO
2. Do you use the vacuum to clean the carpet?
   YES NO
3. Do you plug the vacuum into an electrical outlet before using it?
   YES NO
4. Do you rewind the cord before using the vacuum?
   YES NO
5. Do you turn the switch OFF before using the vacuum?
   YES NO
6. Do you move any small objects on the floor before vacuuming?
   YES NO
7. Do you return the handle to an upright position when you begin to vacuum?
   YES NO
8. Do you begin vacuuming in the corner of a room?
   YES NO
9. Do you return the vacuum to its normal storage place when you are finished?
   YES NO
10. Do you plug the vacuum in and unwind the cord when you are finished?
    YES NO

Request Objects, Using a Sentence

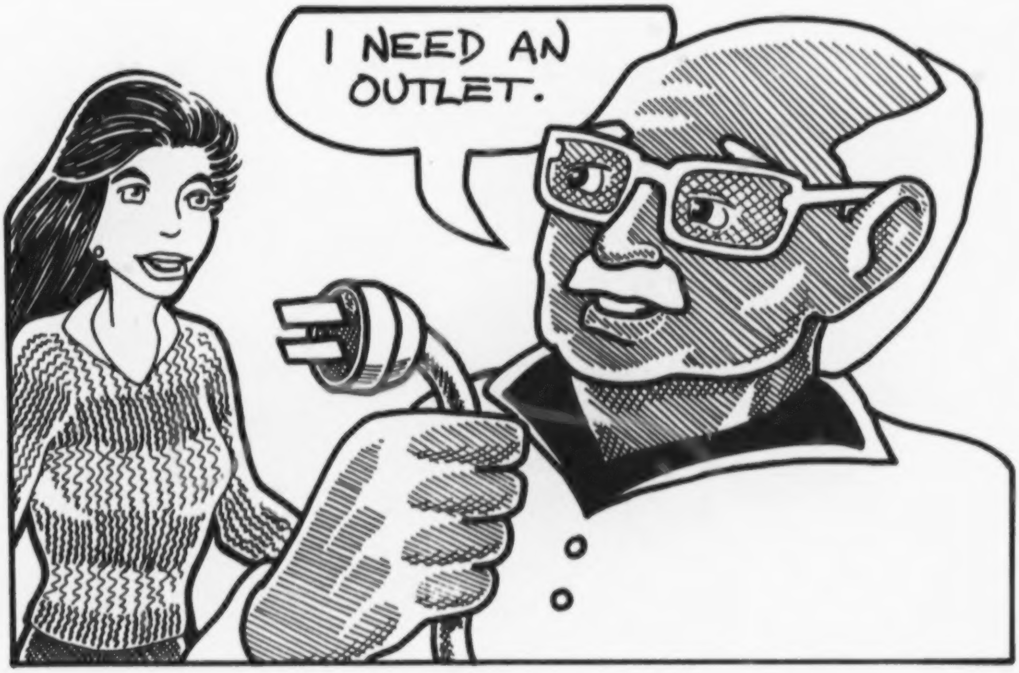
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for vacuuming the carpet, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 81)
Shopping List Worksheet (page 121)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I NEED AN OUTLET.

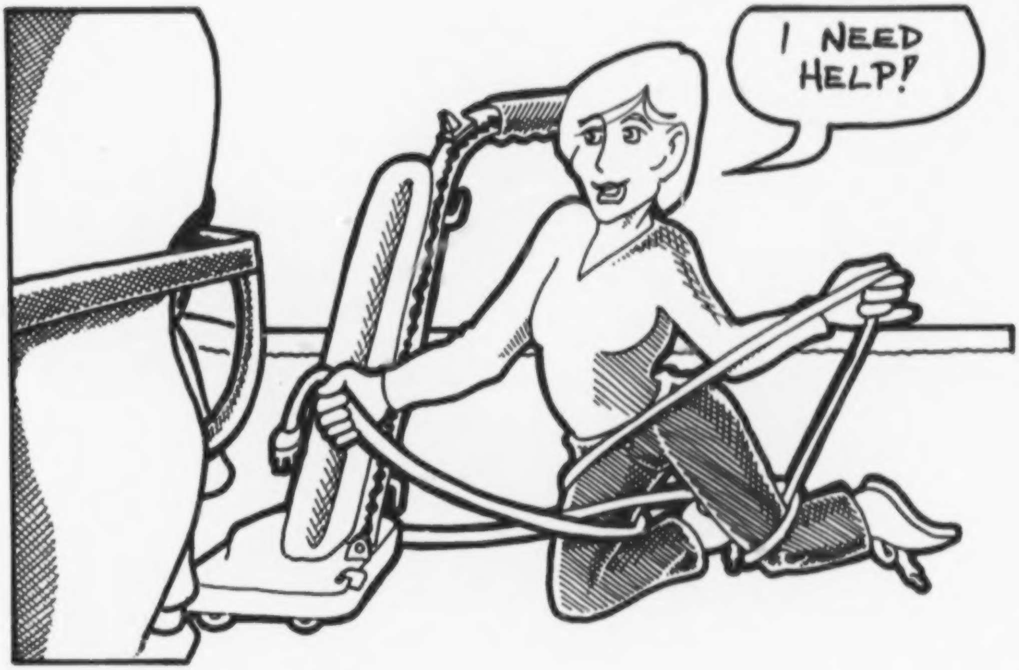
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while vacuuming the carpet. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



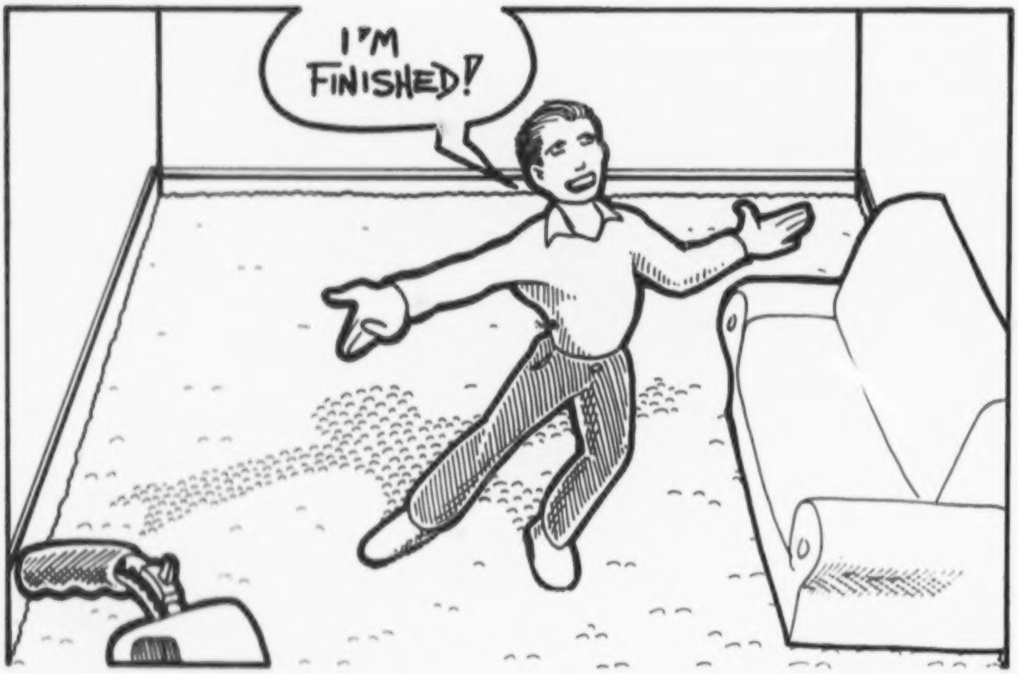
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."


I'M FINISHED!

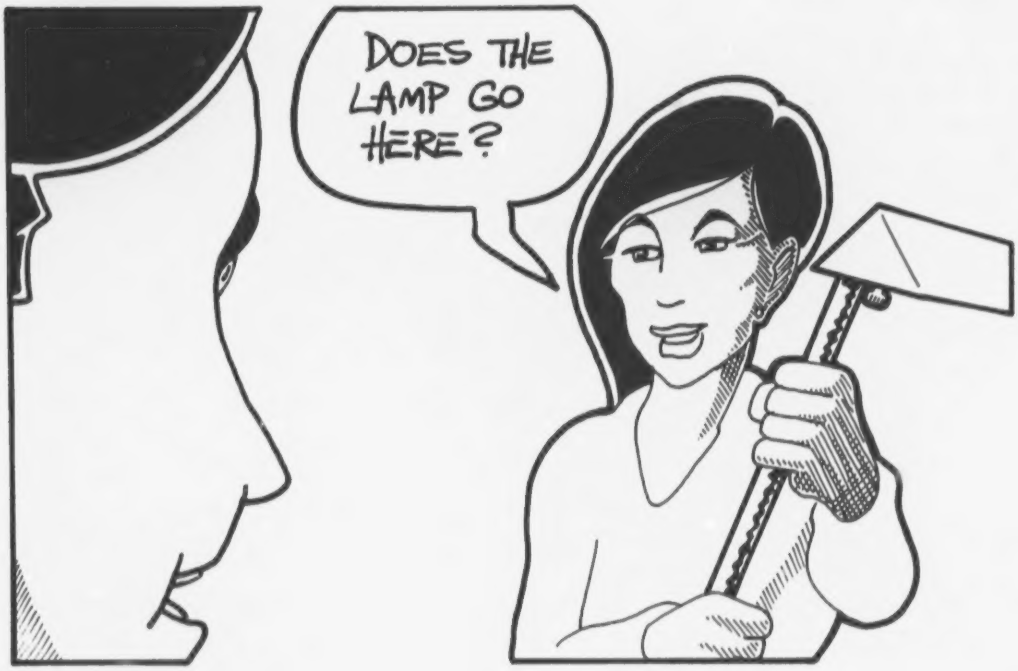
Request Information

GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of vacuuming the carpet.

MATERIALS: Objects used in the task (See Vocabulary List, page 81)
Flip Book pictures

ACTIVITIES:
1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


DOES THE LAMP GO HERE?

Express Varied Sentence Structures and Pragmatic Functions

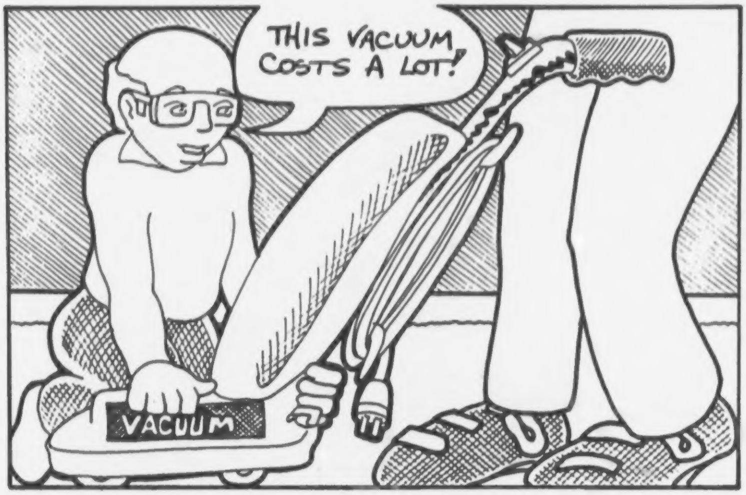
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 81)
Money
Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. Engage the individual in conversation about vacuuming the carpet. Help the individual to use a variety of sentence structures, such as "I am going to vacuum the carpet" (agent + action + object) or "Dirty carpet!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of vacuuming the carpet. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


THIS VACUUM COSTS A LOT!
VACUUM

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

OBJECTIVE: The individual will read the pictures or words in an experience story.

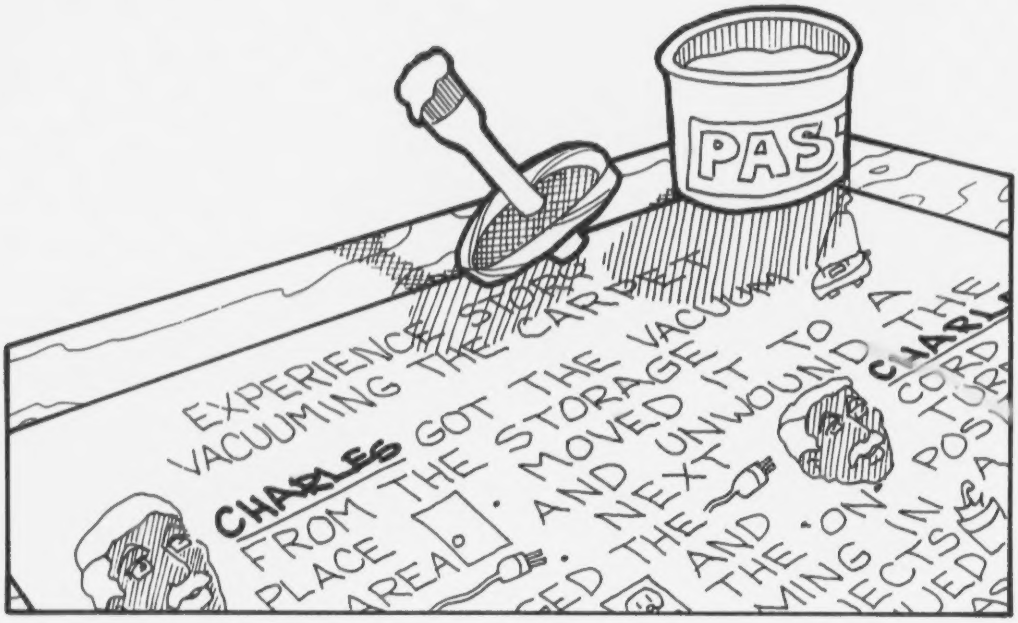
MATERIALS: Experience Story

Experience Story Faces (pages 295-298)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


PAS
EXPERIENCE STORY
VACUUMING THE CARPET
CHARLES GOT THE VACUUM
FROM THE STORAGE
PLACE
AREA
MOVED IT TO
AND UNWOUND
NEXT
THE
AND
THE ON
CHARLES
CORD
TURN
POS
MING IN
ECTS
UED

Vacuuming the Carpet Experience Story

☐ got the vacuum from its usual storage place, moved it to a carpeted area, and started to unwind the cord.

Then, ☐ carefully plugged the cord into an electrical outlet and turned the switch to the ON position.

Next, ☐ began vacuuming in a corner of the room, stopping to move small objects from the floor.

☐ continued to vacuum until all the carpeting was clean.

Then, ☐ turned the vacuum switch to OFF. ☐ put back the objects that were moved while vacuuming.

Carefully, ☐ unplugged the cord from the electrical outlet.

Finally, ☐ rewound the cord to the storage position and returned the vacuum to its storage place.

The carpeting looked fantastic when the job was done!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 121)

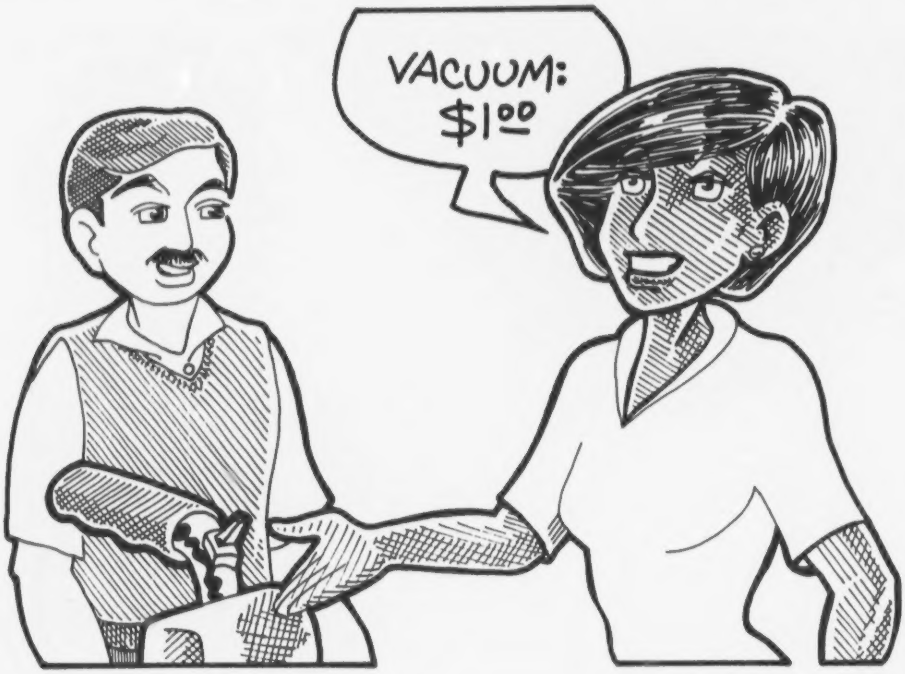
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Vacuuming the Carpet
Skills Profile

Name ______________________________ Date __________

Instructor ______________________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Vacuuming the Carpet
Goals and Objectives

Name ______________________ Date __________

Instructor ______________________ Program __________

	________ Annual goal: To improve receptive language skills ________ Annual goal: To improve housekeeping skills	
	OBJECTIVES: ✓ to indicate selected objectives	
	1. The individual will recognize objects used in vacuuming the carpet when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of vacuuming the carpet.	______out of ______times
	3. The individual will recognize pictures of objects used in vacuuming the carpet, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with vacuuming the carpet, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for vacuuming the carpet when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of vacuuming the carpet, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of vacuuming the carpet, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of vacuuming the carpet, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of vacuuming the carpet, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in vacuuming the carpet, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with vacuuming the carpet, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in vacuuming the carpet.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in vacuuming the carpet.	______out of ______times
	2. The individual will request objects needed to complete the routine task of vacuuming the carpet.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with vacuuming the carpet, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of vacuuming the carpet.	______out of ______times
	6. The individual will request items needed for vacuuming the carpet, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of vacuuming the carpet.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 3

Sweeping the Floor

Letter #1 to Parents or Significant Caregivers

Dear ________________________________ .

Learning to sweep the floor is an important skill that we can use in many places. Food crumbs, paper scraps, and dirt from our shoes sometimes get on the floor and make it messy. Before we begin to sweep the floor, we learn to look carefully around the room to check for dust, dirt, crumbs, or paper that may be on the floor. We look in the corners and under the table, chairs, and other furniture for dirt and dust we might otherwise miss. We are learning to use a broom and dustpan properly in order to keep our floor clean. We practice sweeping all the dirt into one pile so that it is easier to pick up. Then we carefully dump the dirt into the wastebasket. It is important for us to talk about sweeping the floor so we can practice our new vocabulary and develop good sentence structure. All the important words we are learning are listed on the worksheet, Vocabulary List for Sweeping the Floor. You can help us find the things named in the vocabulary. The steps necessary for carrying out this task are listed on the worksheet, Steps for Sweeping the Floor. We will be practicing these steps, and we will be learning various parts of the task in different activities. Activity worksheets will be sent to you regularly. They will tell us how to do these activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice sweeping the floor often and in different places. We can sweep the kitchen, basement, deck, driveway, sidewalk, or porch at home. At school or at work there are many places that can be swept often, too. We must learn to judge when the floor needs to be swept, and we must remove and replace any objects or furniture on the floor. We need to be careful not to sweep too hard and spread the dirt into the air, and we must avoid hitting any appliances or furniture with the broom. When we dump the dirt from the dustpan, we must be careful to get it all in the wastebasket. We must also remember to return the broom and dustpan to their storage places. When we are finished, help us evaluate our work. It is important for us to talk about our work with family and friends. It also is important for us to be recognized for our efforts and achievements and to receive praise and encouragement often.

____

(Individual's name)

____

(Staff member's name)

Letter #2 to Parents or Significant Caregivers

Dear ________________________________ ,

Learning to sweep the floor is an important skill that I can use in many places. Food crumbs, paper scraps, and dirt from our shoes sometimes get on the floor and make it messy. Before I begin to sweep the floor, I must learn to look carefully around the room to check for dust, dirt, crumbs, or paper that may be on the floor. I must look in the corners and under the table, chairs, and other furniture to find dirt and dust that I might otherwise miss. It is important for me to learn to recognize when the floor needs to be swept and to then carry out the task properly. In order to keep our floor clean, I must learn how to handle the broom and dustpan while I sweep all the dirt into one pile, pick it up in the dustpan, and then carefully dump it into the wastebasket. It is important for me to talk about this new chore so that I can practice my new vocabulary and use my best sentences. All the important words I am learning are listed on the worksheet, Vocabulary List for Sweeping the Floor. You can help me look at the picture on that worksheet and find all the things named in the vocabulary. The steps that I will use are listed on the worksheet, Steps for Sweeping the Floor. I will be learning various parts of the task by following these steps in different activities. Activity worksheets will be sent to you regularly. They will tell me how to do the activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help me learn to perform this task in many different settings.

I must practice sweeping the floor often and in a variety of places. I can sweep the kitchen, basement, deck, sidewalk, driveway, or porch at home. At school or work there are many places that can be swept often, too. I must learn to judge when the floor needs to be swept, and I must carefully remove and replace any objects or furniture on the floor. I must be careful not to sweep too hard so I don't spread the dirt into the air. I must also avoid hitting furniture or appliances with the broom. I must be careful to dump the dirt into the wastebasket and not back on the floor. I must return the broom and dustpan to their storage places. When I'm finished, please help me evaluate my work. It is important for me to talk about my work with family and friends. I need to be recognized for my part in helping keep our house clean and neat!

____

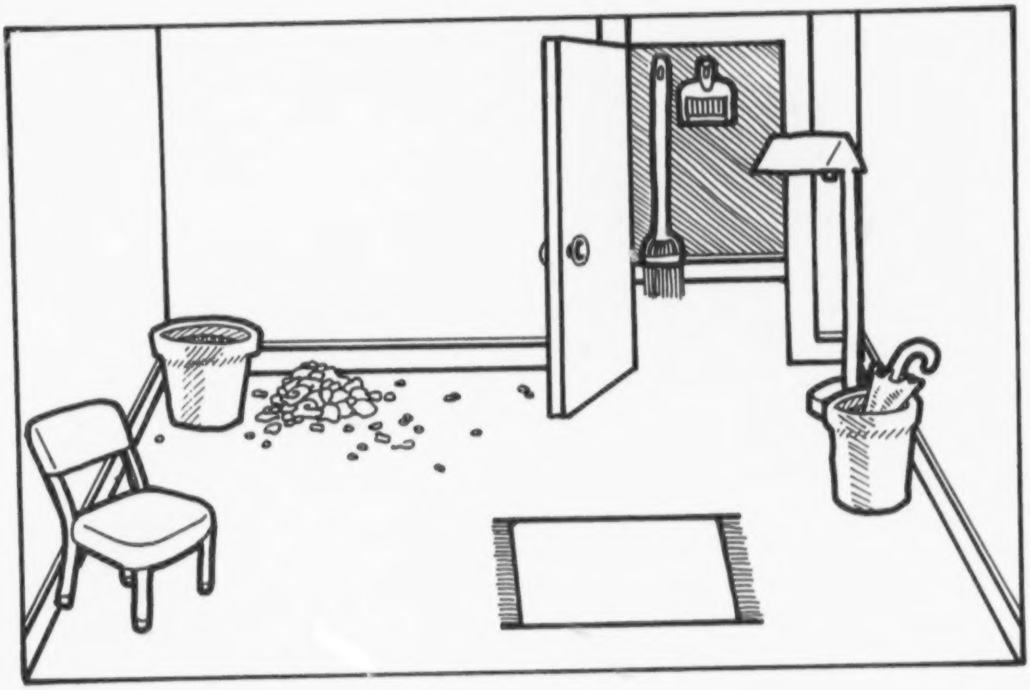
(Individual's name)

____

(Staff member's name)

Vocabulary List for Sweeping the Floor

- sweep
- sweeping
- scatter rug
- dirt
- pile
- storage place
- bend down
- hold
- room
- sweeping motion
- get
- remove
- one
- carry
- return
- broom
- dustpan
- floor
- wastebasket
- small objects
- across
- pick up
- hand
- gentle
- location
- move
- all
- aside
- dump



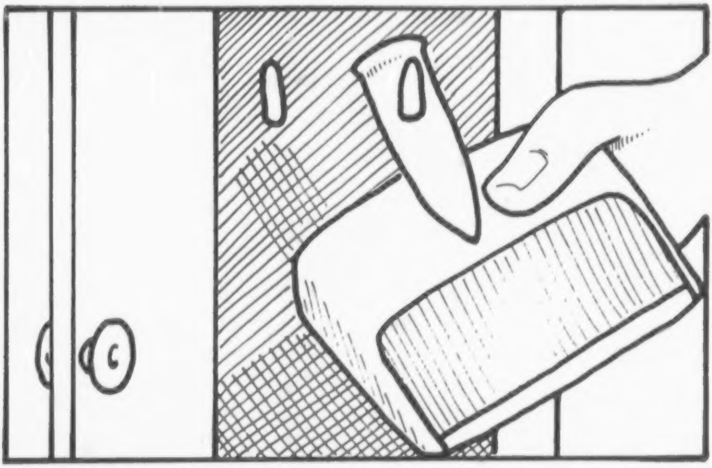
Steps for Sweeping the Floor

1. Get the broom.
2. Get the dustpan.
3. Remove any scatter rugs or small objects from the floor.
4. Begin sweeping the floor at one side of the room, using a gentle sweeping motion with the broom.

   (Note: It is important to choose a specific location, such as the far corner or side of a room, to begin sweeping. It also is important to choose a specific pattern or direction for sweeping, such as from left to right across the floor. This consistent pattern will help the individual learn to thoroughly sweep all areas of the floor.)
5. As you sweep across the room, sweep the dirt into a pile.
6. Sweep all the dirt from the floor into one pile.
7. Bend down and hold the dustpan with one hand while holding the broom with the other hand.
8. Sweep all the dirt into the dustpan.
9. Set the broom aside.
10. Carry the dustpan to the wastebasket.
11. Dump the dirt from the dustpan into the wastebasket.
12. Return the dustpan to its usual storage place.
13. Return the broom to its usual storage place.
14. Return scatter rugs or other objects to their usual locations.

Steps for Sweeping the Floor

2



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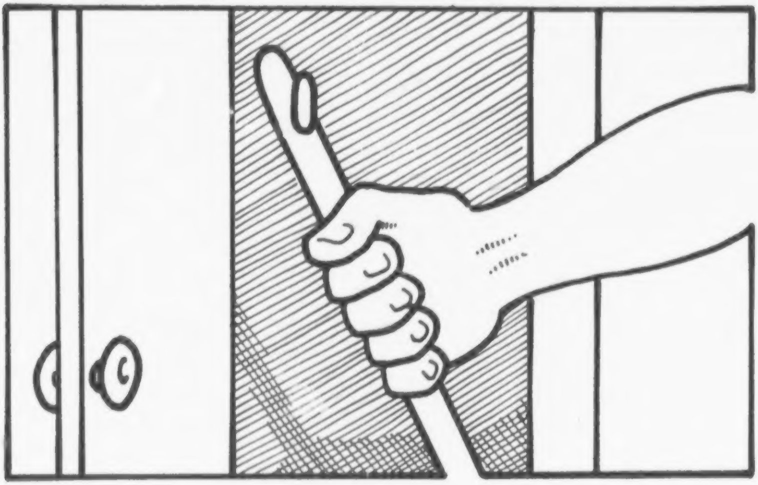

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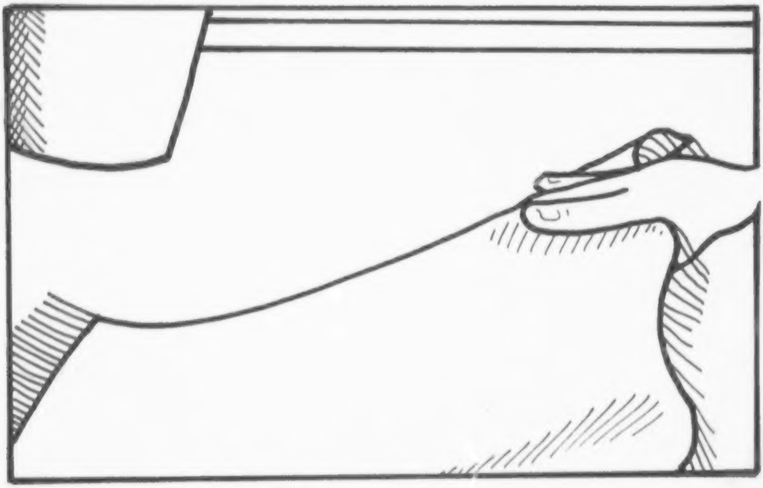
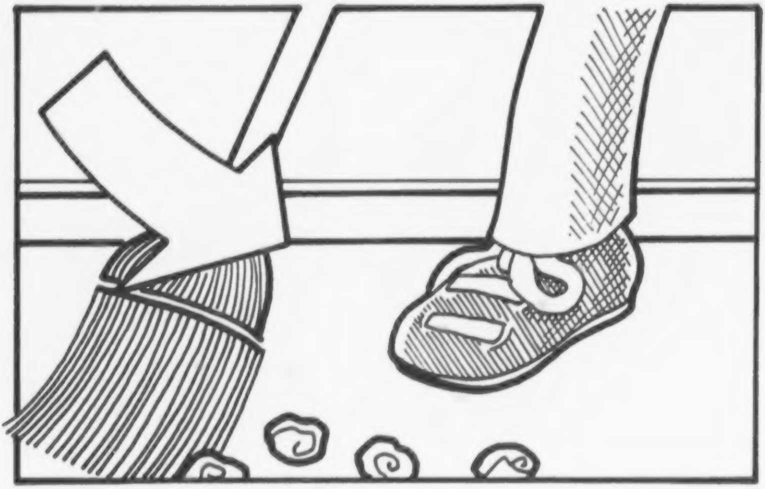


1. Get the broom.

3. Remove any scatter rugs or small objects from the floor.

2. Get the dustpan.

4



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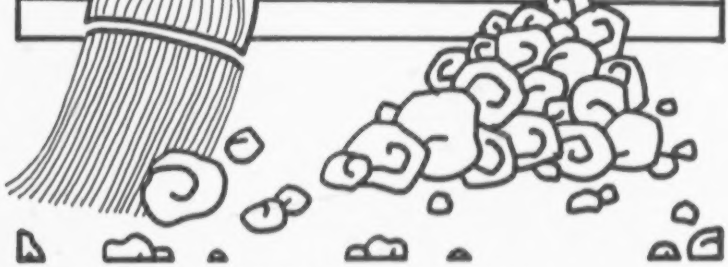

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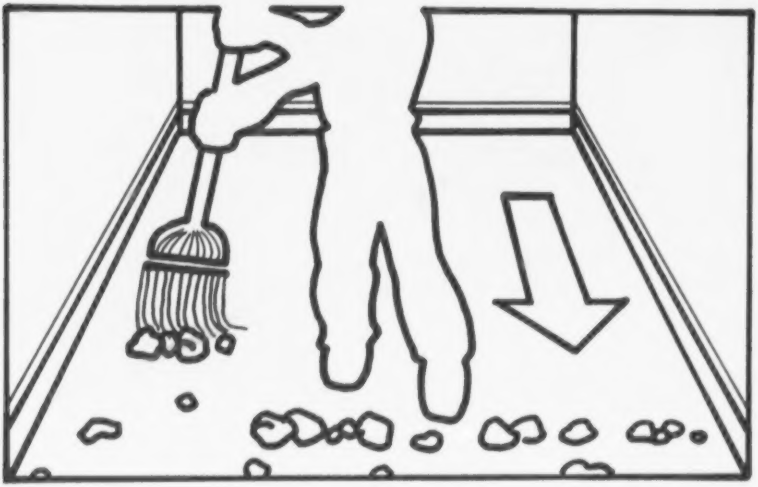

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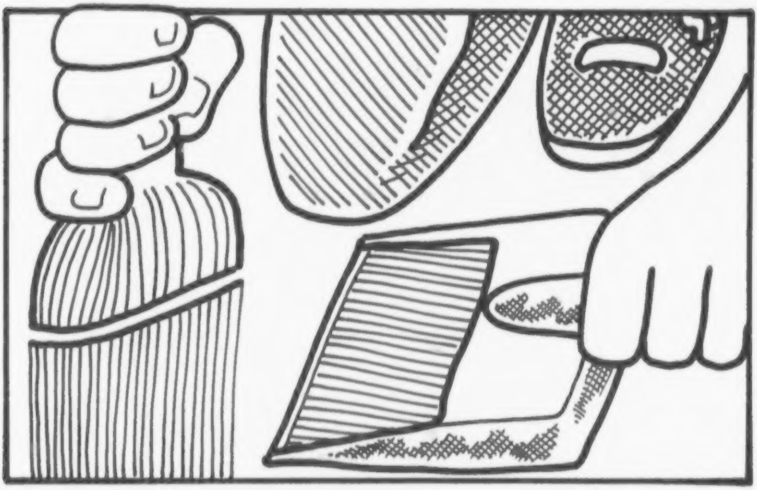


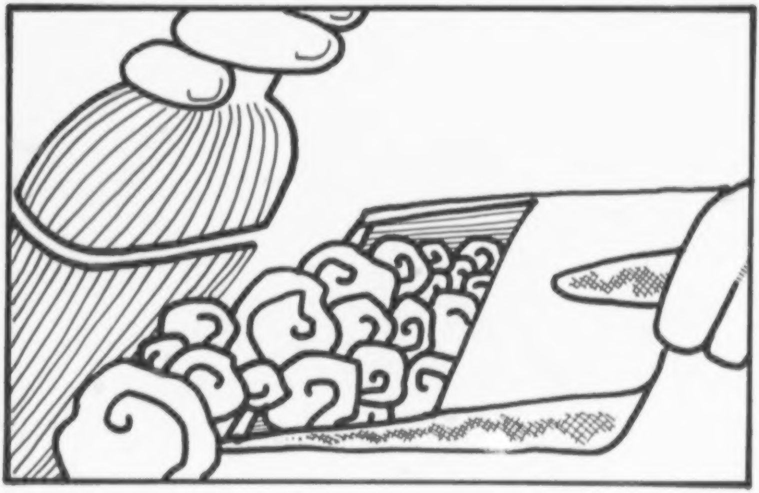
5. As you sweep across the room, sweep the dirt into a pile.

7. Bend down and hold the dustpan with one hand while holding the broom with the other hand.

4. Begin sweeping the floor at one side of the room, using a gentle sweeping motion with the broom.

6. Sweep all the dirt from the floor into one pile.

8



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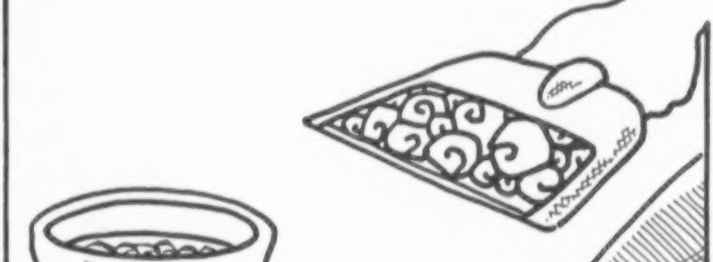

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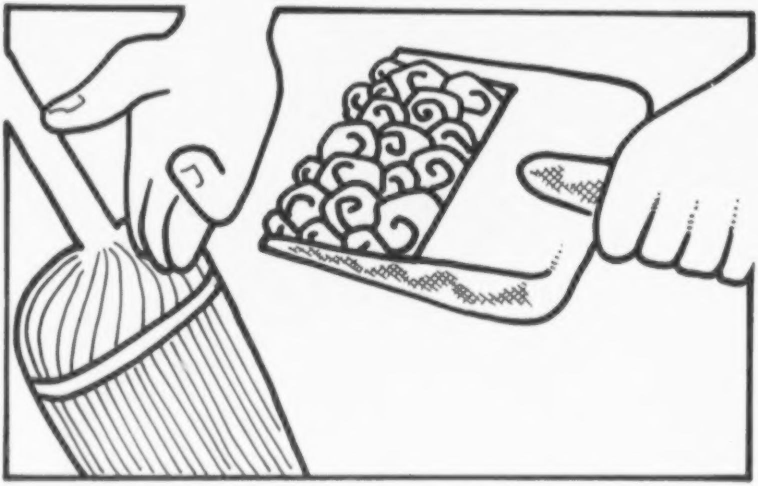

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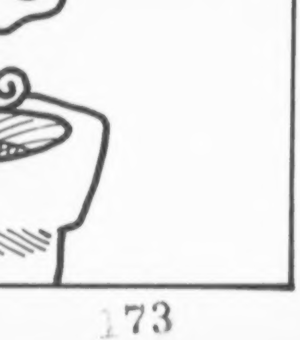


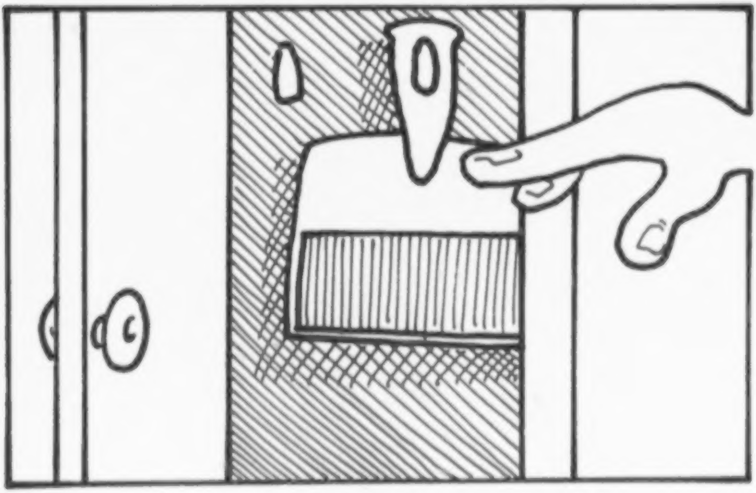
9. Set the broom aside.

11. Dump the dirt from the dustpan into the wastebasket.

8. Sweep all the dirt into the dustpan.

10. Carry the dustpan to the wastebasket.

12



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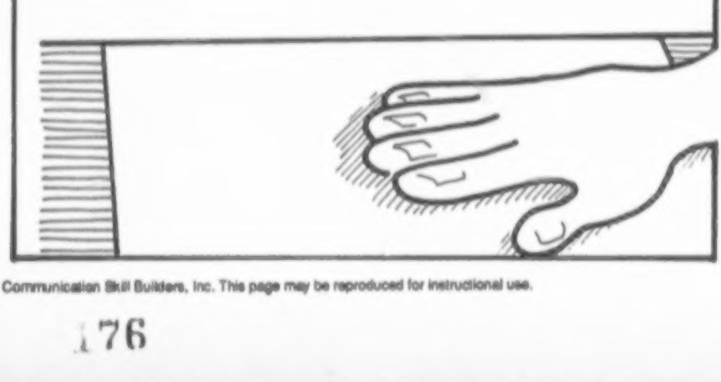

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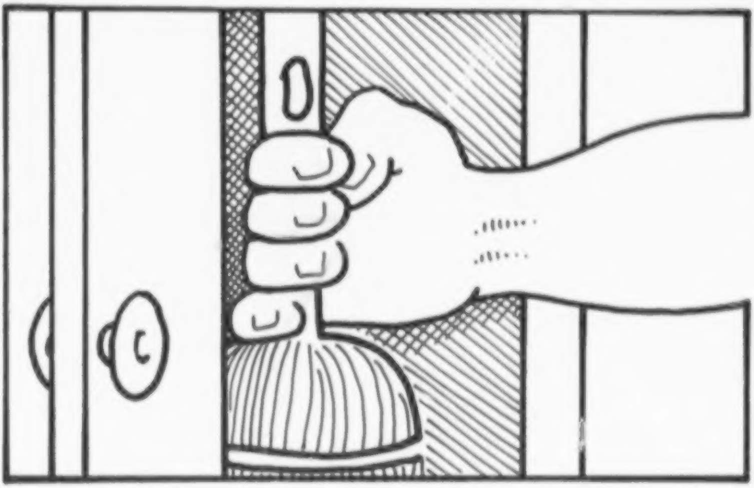


13. Return the broom to its usual storage place.

12. Return the dustpan to its usual storage place.

14. Return scatter rugs or other objects to their usual locations.

Object Recognition

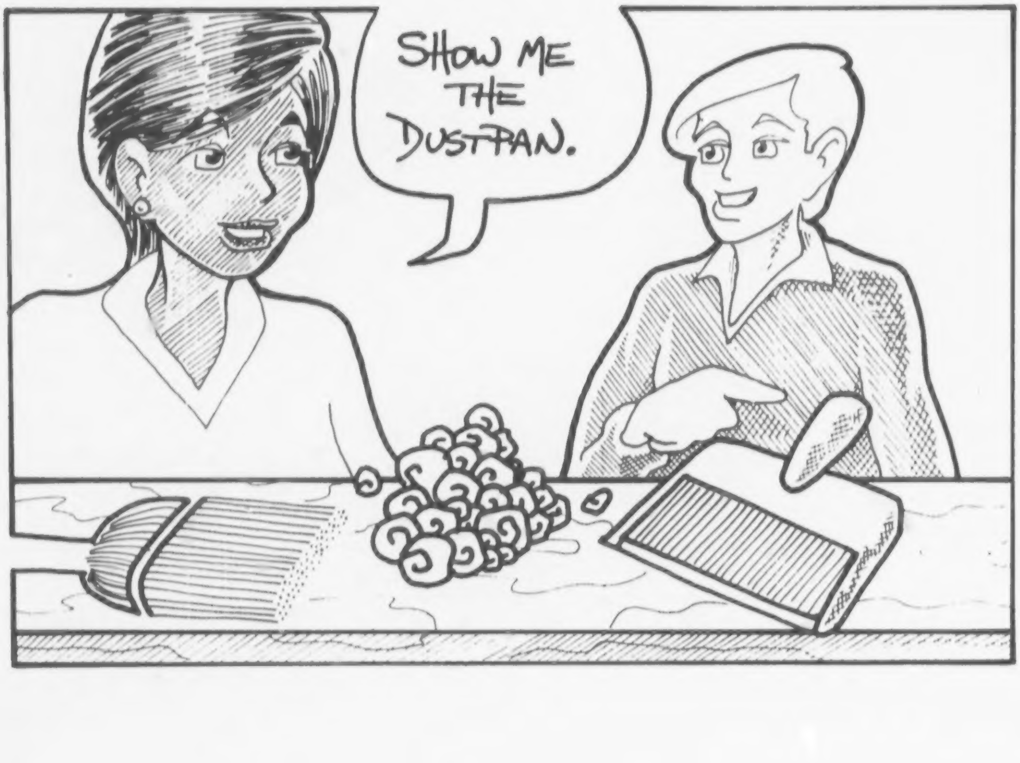
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in sweeping the floor when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 147)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME THE DUSTPAN.

Recognition of Objects Needed for a Routine Task

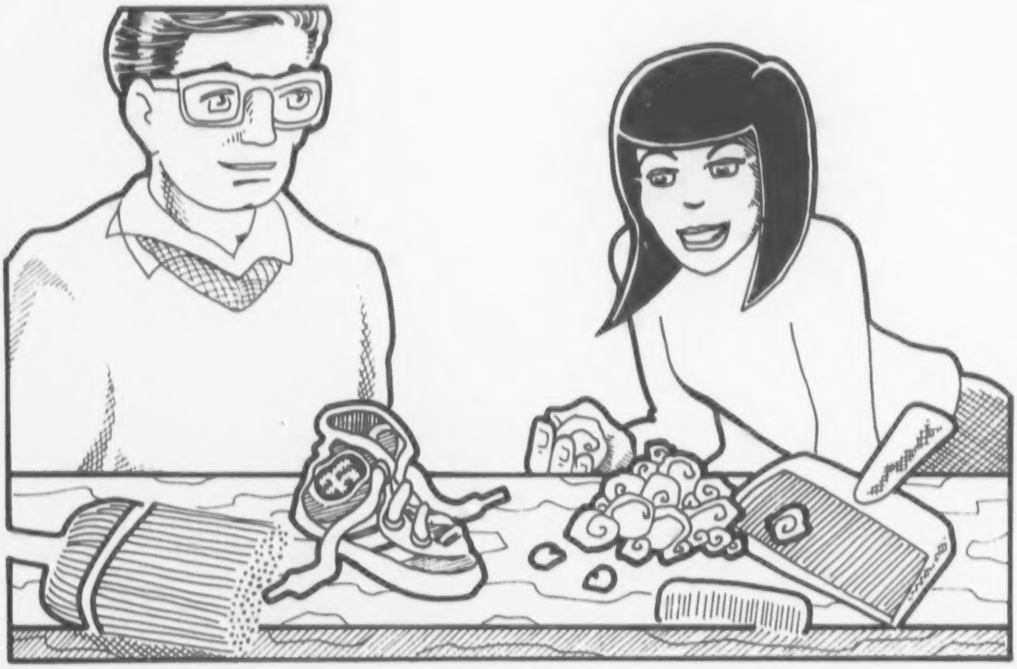
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of sweeping the floor.

MATERIALS: Objects used for the task (See Vocabulary List, page 147)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to sweeping the floor and others unrelated to the task. Direct the individual to "Find the ones we use to sweep the floor."
2. Direct the individual to "Find the things needed to sweep the floor." Have the individual find the items in their normal storage places.



Picture Search

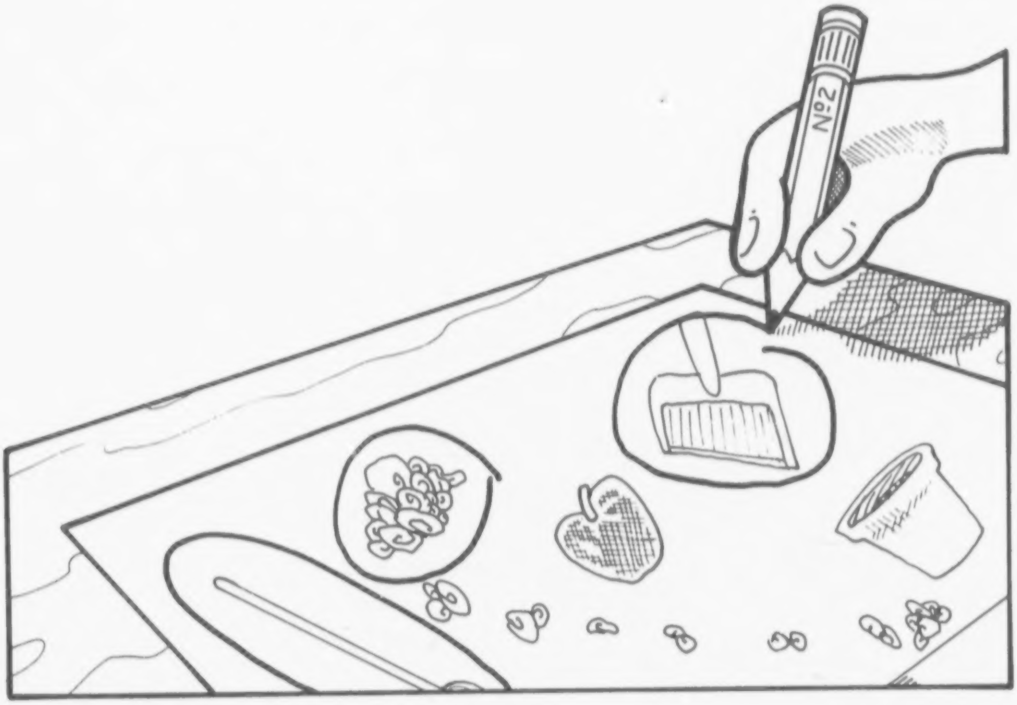
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in sweeping the floor, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

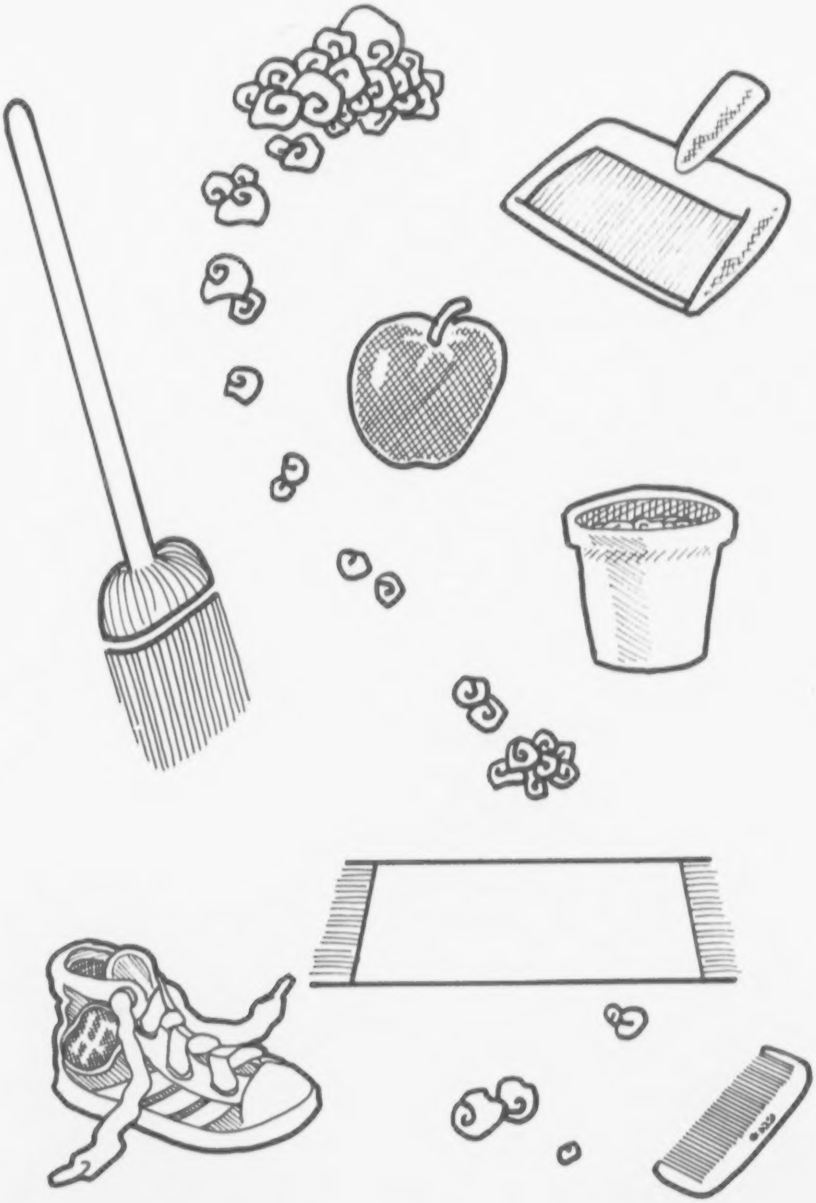
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in sweeping the floor. Do not use the real objects unless the individual needs help.



Sweeping the Floor
Picture Search Worksheet

Name ____

Look at the pictures below. Find the things you use to sweep the floor. Draw a circle around those pictures.



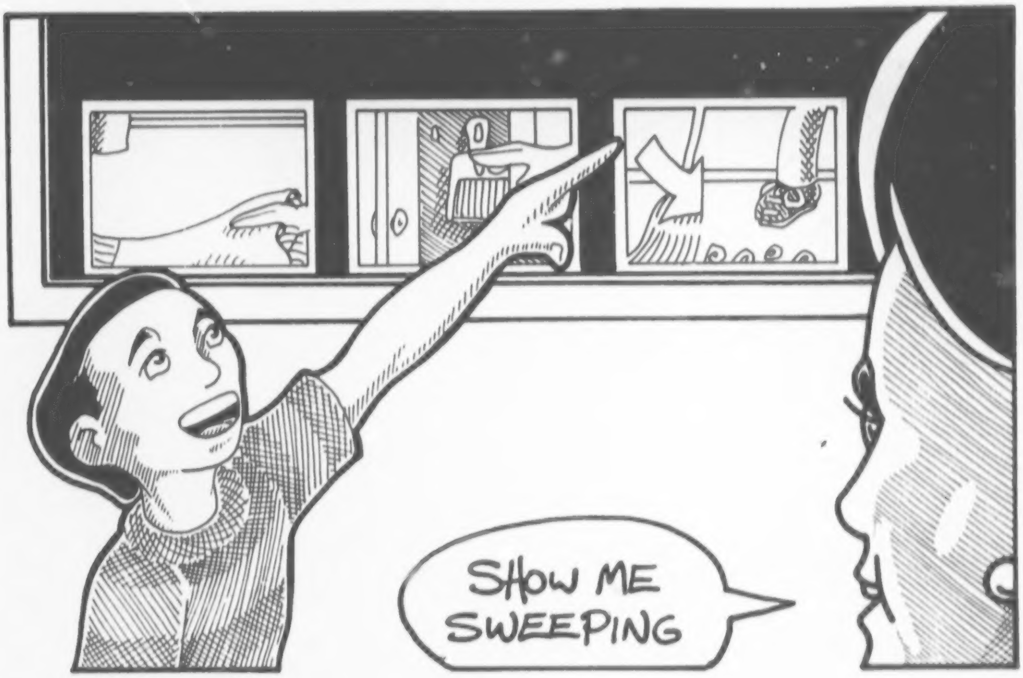
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with sweeping the floor, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."



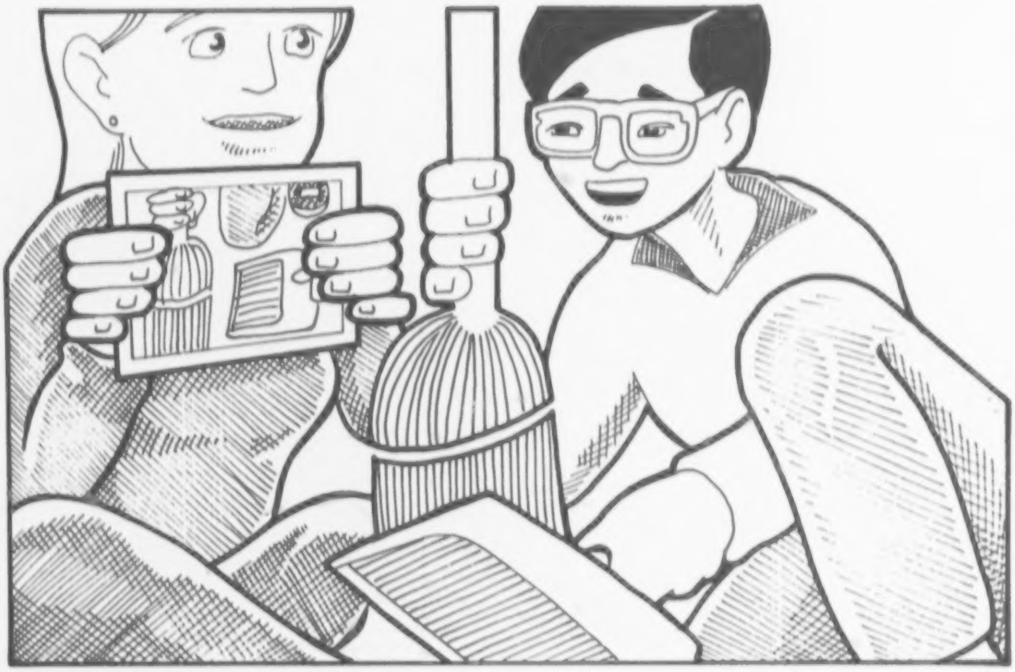
Follow Single-Step Directions

GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for sweeping the floor when given single-step directions.

MATERIALS: Flip Book pictures
Steps for Sweeping the Floor (page 148)

ACTIVITIES: Refer to Steps for Sweeping the Floor. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

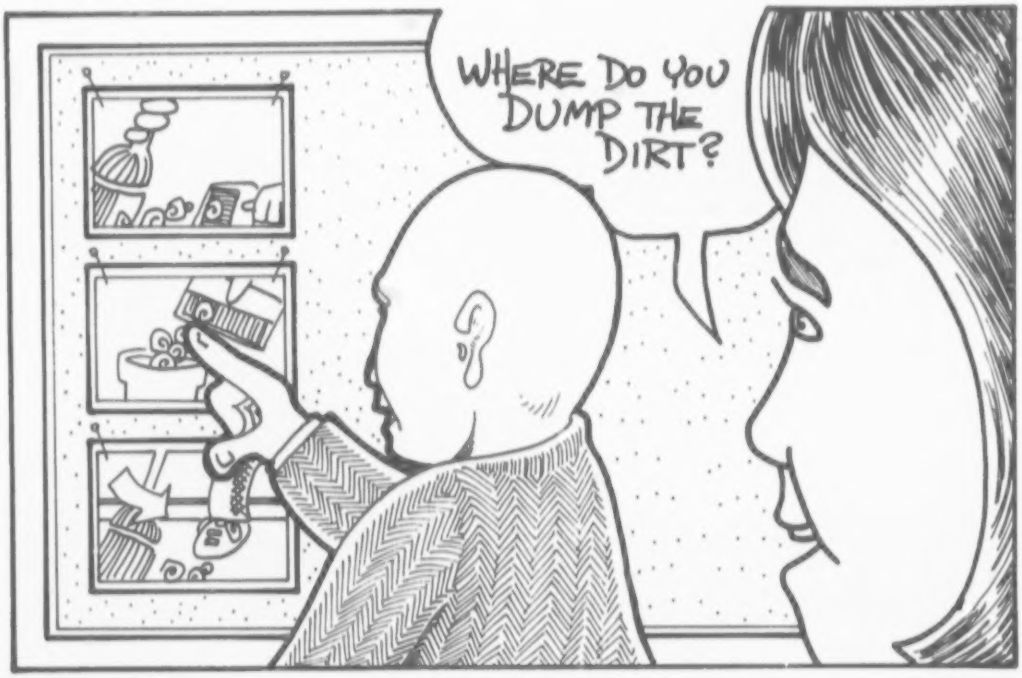
OBJECTIVE: The individual will respond to simple questions about the task of sweeping the floor, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Sweeping the Floor

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Sweeping the Floor worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


WHERE DO YOU DUMP THE DIRT?

Simple Questions for Sweeping the Floor
Level 1

1. Which one is a broom?
2. Which one is a dustpan?
3. Which one is a wastebasket?
4. Which one is sweeping?
5. Which one is dumping the dirt in the wastebasket?
6. What is the person getting?
   What is the person using?
7. What is the person doing?
8. What is the person sweeping?
9. What do you use to sweep the floor?
10. What do you sweep the dirt into?

Level 2

11. Who is sweeping the floor?
12. Where do you dump the dirt?
13. Where do you put the broom and dustpan when you are finished sweeping the floor?
14. What do you hold while sweeping the dirt into it?
15. What do you do with the broom while you are dumping the dirt from the dustpan into the wastebasket?
16. What do you do with any small objects that are on the floor?
17. Where do you begin when you sweep the floor?
18. When do you sweep the floor?
19. Why do you sweep the floor?
20. How do you move the broom when you sweep the floor?

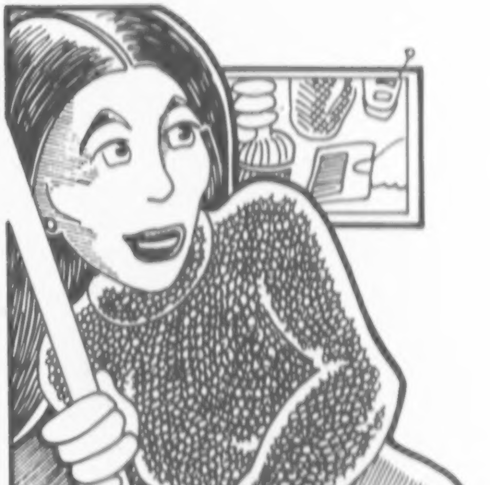
Follow Sequenced Picture Directions

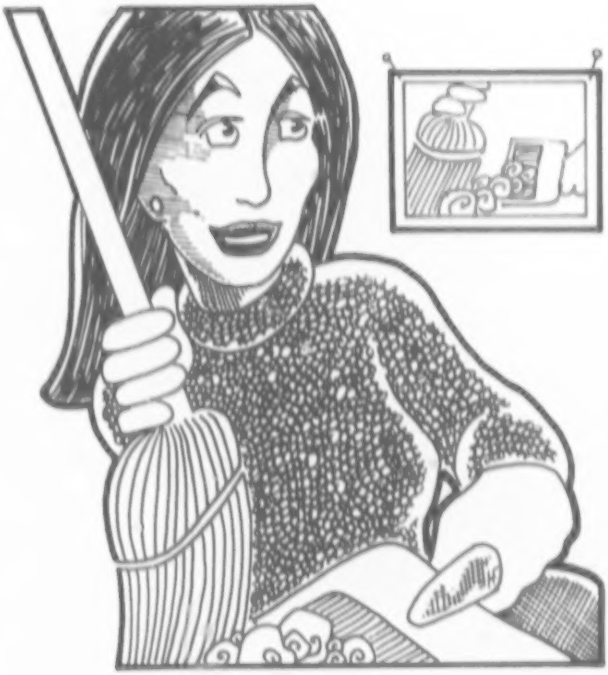
GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of sweeping the floor, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.





Picture Sequencing

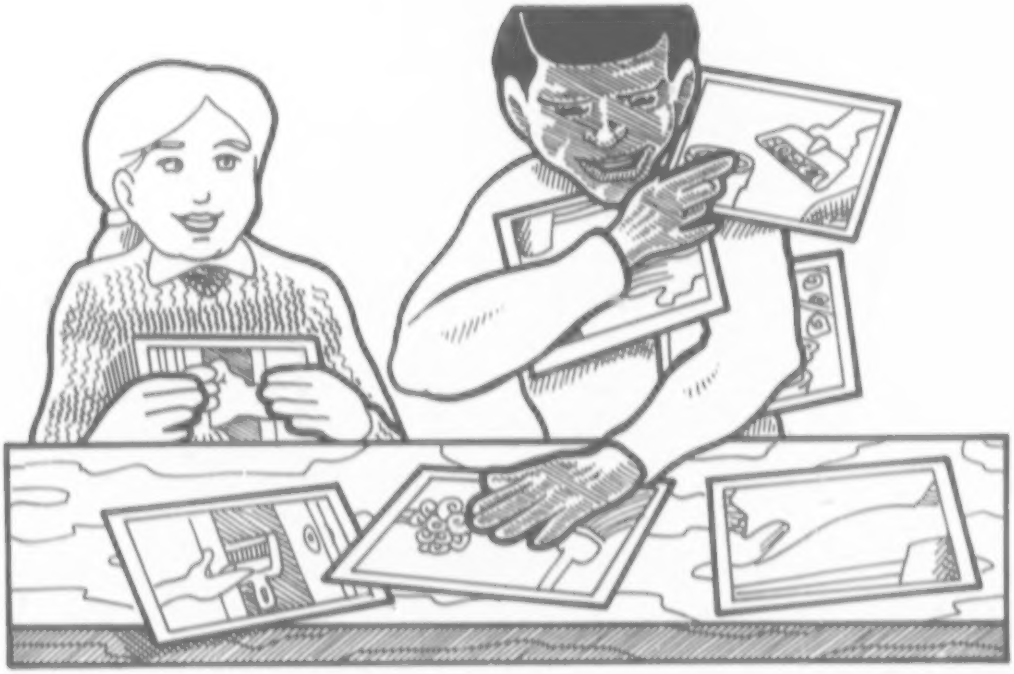
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of sweeping the floor, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

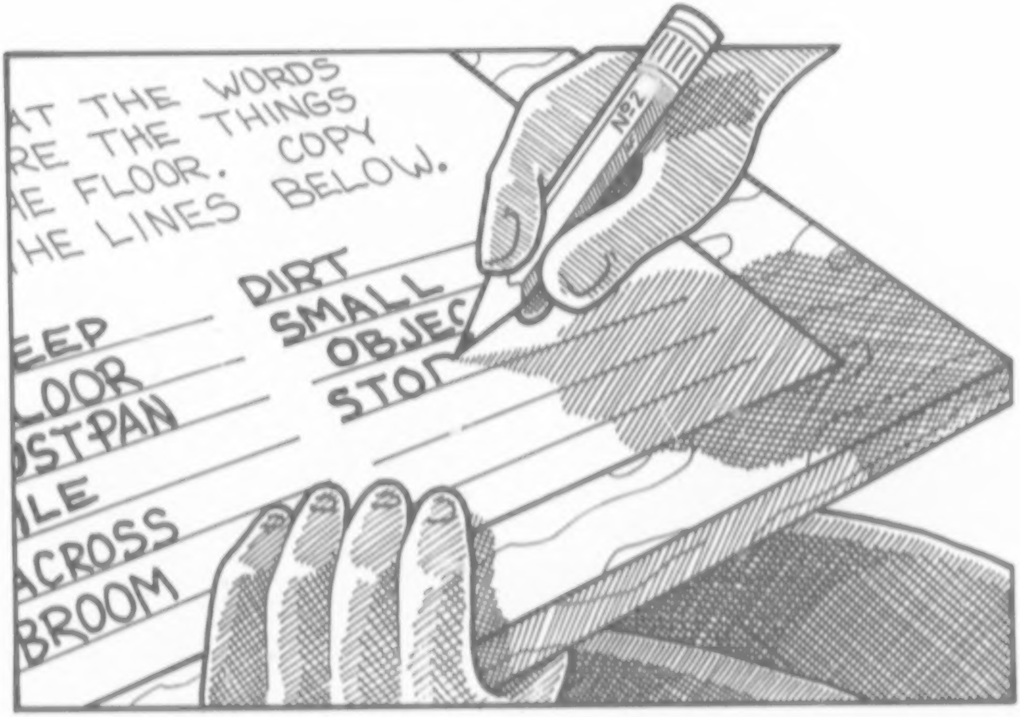
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of sweeping the floor, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in sweeping the floor.
2. Have the individual copy those words on the lines at the bottom of the page.


AT THE WORDS
RE THE THINGS
E FLOOR. COPY
HE LINES BELOW.
No2
DIRT
SMALL
OBJEC
STO
EEP
LOOR
OST-PAN
ILE
ACROSS
BROOM

Sweeping the Floor
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to sweep the floor. Circle those words.

sweep
cup
broom
comb
vacuum
dustpan
crayon
storage place
floor
dog

scatter rug
dishcloth
pile
dirt
toothbrush
counter
book
small objects
wastebasket
furniture

wash
milk
aside
can opener
pencil
eraser
detergent
wipe
spray

2. Look at the words you have circled above. These are the things you need to sweep the floor. Copy those words on the lines below.

____
____
____
____
____

____
____
____
____
____

Word Closure

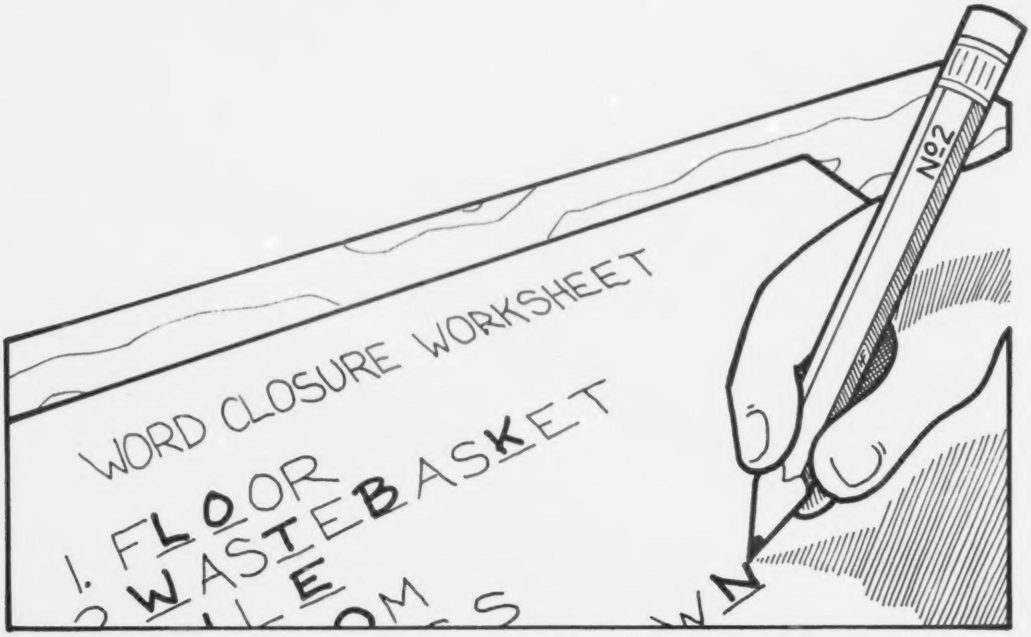
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in sweeping the floor, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Sweeping the Floor
Word Closure Worksheet 1

Name ____________________

1. S _ E _ P
2. S C _ T T _ _
   R _ G
3. D _ R _
4. _ A S _ E _ A S _ E T
5. S _ O R _ G _
   P _ A C _
6. B _ N D _ O W _
7. H _ L _
8. R _ O _
9. _ R _ _ M
10. D _ S T _ A N
11. F _ _ O R
12. P _ L _
13. A C _ _ S S
14. P _ C K _ P
15. M _ V _
16. G _ _ T L _
17. _ W E _ P _ N G
    M O _ I _ N
18. R _ M _ _ E
19. O _ E
20. _ A R _ Y
21. D _ _ P
22. _ O C _ T _ O N
23. _ L L
24. A _ I D _
25. _ E T _ R _

Vocabulary List

SWEEP
SCATTER RUG
DIRT
WASTEBASKET
STORAGE PLACE
BEND DOWN
HOLD
ROOM
BROOM
DUSTPAN
FLOOR
PILE
ACROSS
PICK UP
MOVE
GENTLE
SWEEPING MOTION
REMOVE
ONE
CARRY
DUMP
LOCATION
ALL
ASIDE
RETURN

Sweeping the Floor
Word Closure Worksheet 2

Name ______________________________

1. S __ E __ P
2. S C __ T T __ __
   R __ G
3. D __ R __
4. __ A S __ E __ A S __ E T
5. S __ O R __ G __
   P __ A C __
6. B __ N D __ O W __
7. H __ L __
8. R __ O __
9. __ R __ __ M
10. D __ S T __ A N
11. F __ __ O R
12. P __ L __
13. A C __ __ S S
14. P __ C K __ P
15. M __ V __
16. G __ __ T L __
17. __ W E __ P __ N G
    M O __ I __ N
18. R __ M __ __ E
19. O __ E
20. __ A R __ Y
21. D __ __ P
22. __ O C __ T __ O N
23. __ L L
24. A __ I D __
25. __ E T __ R __

Vocabulary List

REMOVE
WASTEBASKET
SWEEP
CARRY
ROOM
DUMP
SCATTER RUG
DIRT
ACROSS

MOVE
PILE
LOCATION
DUSTPAN
ALL
GENTLE
ASIDE
STORAGE PLACE

SWEEPING MOTION
HOLD
BEND DOWN
ONE
PICK UP
FLOOR
BROOM
RETURN

Sweeping the Floor
Word Closure Worksheet 3

Name ______________________________

1. F __ __ O R
2. __ A S __ E __ A S __ E T
3. P __ L __
4. __ R __ __ M
5. A C __ __ S S
6. D __ R __
7. B __ N D __ O W __
8. A __ I D __
9. P __ C K __ P
10. S C __ T T __ __
    R __ G
11. M __ V __
12. __ A R __ Y
13. R __ O __
14. G __ __ T L __
15. __ W E __ P __ N G
    M O __ I __ N
16. R __ M __ __ E
17. S __ E __ P
18. __ L L
19. O __ E
20. __ E T __ R __
21. S __ O R __ G __
    P __ A C __
22. __ O C __ T __ O N
23. D __ __ P
24. D __ S T __ A N
25. H __ L __

Vocabulary List

ALL
RETURN
SCATTER RUG
CARRY
SWEEP
ACROSS
ASIDE
STORAGE PLACE
SWEEPING MOTION
DUSTPAN
GENTLE
BROOM
BEND DOWN
REMOVE
DIRT
PICK UP
LOCATION
PILE
ROOM
HOLD
MOVE
WASTEBASKET
FLOOR
DUMP
ONE

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

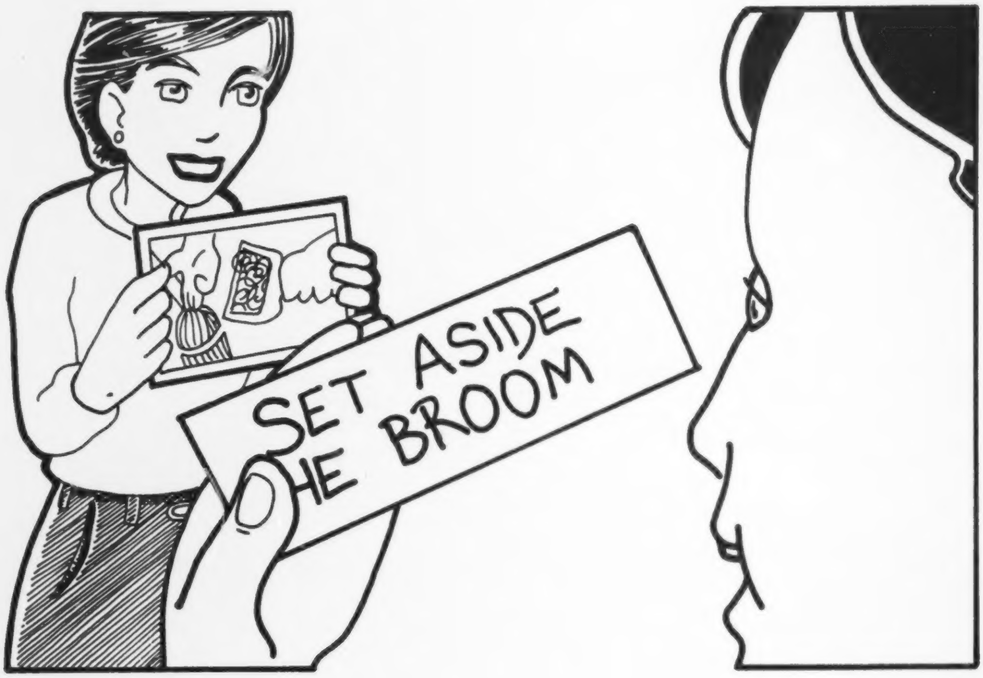
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

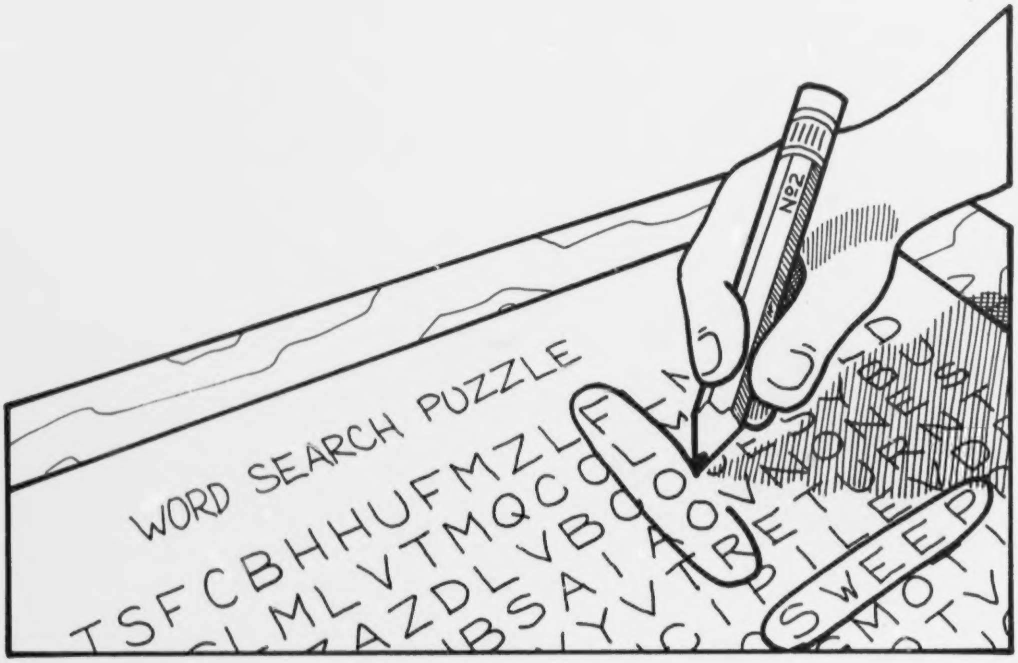
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with sweeping the floor, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Sweeping the Floor
Answer Keys
Word Search Puzzle 1

```
S W E E P I N G M O T I O N A S I D E . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . H O L D . . . .
S T O R A G E P L A C E . . . . . . . . .
D U M P . . W A S T E B A S K E T O N E .
S C A T T E R R U G R E M O V E F L O O R
. . P I L E . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
A C R O S S . . . . . . . . . . . . . . .
. . . . . . . . . . G E N T L E . . . . .
. . . . . . . . . . . . . . . . . . . . .
R E T U R N L O C A T I O N S W E E P . .
. . D U S T P A N . . . . . . . . . . . .
R O O M . . . . . . . . . . . . . . . . .
. . . B R O O M C A R R Y M O V E D I R T
B E N D D O W N P I C K U P . . . . . . .
. . . . . . . . . A L L . . . . . . . . .
```

Word Search Puzzle 2

```
. . . . . . F . . . . . . . . . . . . . .
. . . . H O L D . . W . . . . . D I R T .
. . . . . . O . S C A T T E R R U G . . .
. . . . C . O . D U S T P A N . M . . . .
. . . . A C R O S S T O R A G E P L A C E
. . . B R . . P . W E . E . . . . . . . .
. . G E R A S I D E B . M O V E . . . . .
. . E N Y L . L . E A R O O M . . . . . .
. . N D P L R E B P S . V . . . . . . . .
. . T D I . E . R I K . E . . . . . . . .
. . L O C A T I O N E . . . . . . . . . .
. . E W K . U . O G T . . . . . . . . . .
. . . N U . R . M M . . . . . . . . . . .
S W E E P . N . . O N E . . . . . . . . .
. . . . . . . . . T . . . . . . . . . . .
. . . . . . . . . I . . . . . . . . . . .
. . . . . . . . . O . . . . . . . . . . .
. . . . . . . . . N . . . . . . . . . . .
```

Word Search Puzzle 3

```
. . . . D . . W . . . . . S . . . . . . .
. . . . I . . A L . . . R W . . . . . . .
. . A C R O S S T O R A G E P L A C E . .
. . . O T . . T W B C E . E M . . . . . .
. . O . P I L E . E . A T P . O . . . . .
. L . . . . D B . N E . T U . . V . . . .
F . . . . I . A . D . P . I R . . E P . .
. . . . S . . S H D . . I . O N . U . . .
. . . A . . . K . O U . . N E N K . . . .
. . . . . . . E . W L S . L G C . . . . .
. . . . . . . T . N . D T U I M L . . . .
. . . . . . . . P . B N R P . L O . . . .
. . . . . . . M O V E R . . A . . T . . .
. . . . . . U . N G E O O . . N . . I . .
. . . . . D . . E T . O . O . . . . . O .
. . . . . . . . T . . M . . M . . . . . N
. . . . . . . A . . . . . . . . . . . . .
. . . . . . C A R R Y . . . . . . . . . .
. . . . . S . . . . . . . . . . . . . . .
```

Sweeping the Floor
Word Search Puzzle 1

Name ______________________________

S W E E P I N G M O T I O N A S I D E H Q
X O H S W H P M K I N R K J H S Z S E H R
Y T I V P B Y Y U Y L K Z B A V C V X W X
Z X O U L F B P E U D A W M L B V R A G R
C W B N L U S Z A R D A G H O L D Y R D K
S T O R A G E P L A C E U Q P E Q L C Z N
D U M P P W W A S T E B A S K E T O N E Y
S C A T T E R R U G R E M O V E F L O O R
W K P I L E Y S C J K U N O M L T C N C A
V L J V C N L O M S X G T P F C H I R F G
A C R O S S J Z D C R K N I V T I B D B G
M H P O Y F A I O N G E N T L E E Y H E U
Z I A R I C D B F Y O M L L A Q P U D F U
R E T U R N L O C A T I O N S W E E P F E
V Q D U S T P A N W D I C W M D K M E I X
R O O M P A P G X Q P D Z B W B F X M Y C
E I N B R O O M C A R R Y M O V E D I R T
B E N D D O W N P I C K U P G H B K W U B
V X V O L J G Z U A L L X G K A O P B B L

Can you find these words?

SWEEPING MOTION
SCATTER RUG
DUSTPAN
PICK UP
ASIDE
CARRY
PILE
HOLD
ONE

STORAGE PLACE
LOCATION
RETURN
ACROSS
FLOOR
SWEEP
DUMP
DIRT

WASTEBASKET
BEND DOWN
GENTLE
REMOVE
BROOM
MOVE
ROOM
ALL

Sweeping the Floor
Word Search Puzzle 2

Name ____________________

M	V	O	J	B	T	F	I	W	F	Y	R	Z	Z	V	W	Y	O	E	X	T
X	J	U	O	H	O	L	D	N	L	W	N	M	M	Y	J	D	I	R	T	G
K	Y	S	D	R	I	O	M	S	C	A	T	T	E	R	R	U	G	T	Z	R
Q	N	L	Q	C	O	O	Z	D	U	S	T	P	A	N	Y	M	J	V	P	T
E	G	K	D	A	C	R	O	S	S	T	O	R	A	G	E	P	L	A	C	E
N	P	M	B	R	Y	T	P	Q	W	E	J	E	L	A	F	D	S	L	J	E
J	B	G	E	R	A	S	I	D	E	B	J	M	O	V	E	S	H	K	A	Q
U	B	E	N	Y	L	E	L	N	E	A	R	O	O	M	I	G	H	I	K	O
I	J	N	D	P	L	R	E	B	P	S	M	V	F	Z	J	A	E	U	G	B
M	L	T	D	I	R	E	B	R	I	K	Q	E	Z	H	Z	M	C	A	W	J
J	S	L	O	C	A	T	I	O	N	E	A	H	M	X	A	F	U	N	V	X
M	T	E	W	K	M	U	Q	O	G	T	M	Z	J	I	T	G	T	R	I	F
Q	K	B	N	U	O	R	H	M	M	D	Y	A	A	L	T	R	E	S	S	K
S	W	E	E	P	M	N	J	J	O	N	E	D	J	T	C	E	Q	R	C	C
L	T	K	Q	L	A	N	F	D	T	R	B	H	V	D	T	D	V	K	H	C
O	N	H	C	P	B	X	G	I	I	C	M	D	G	F	B	S	K	P	Z	B
A	H	T	W	K	U	E	W	R	O	Q	C	R	W	Y	B	V	A	E	A	I
J	R	K	W	Z	S	M	J	M	N	J	S	W	W	E	O	O	Z	X	C	W

Can you find these words?

SWEEPING MOTION
SCATTER RUG
DUSTPAN
PICK UP
ASIDE
CARRY
PILE
HOLD
ONE
STORAGE PLACE
LOCATION
RETURN
ACROSS
FLOOR
SWEEP
DUMP
DIRT
WASTEBASKET
BEND DOWN
GENTLE
REMOVE
BROOM
MOVE
ROOM
ALL

Sweeping the Floor
Word Search Puzzle 3

Name ______________________________

T I D W D H L W Z T R E T S N R H G C Z O
N Z B Q I H I A L Q I P R W F J D Z J J X
N N A C R O S S T O R A G E P L A C E M N
O X T O T C R T W B C E G E M T G I Q Z S
V L O Q P I L E O E J A T P I O V N V W C
F L P Z R Q D B O N E Z T U U P V U S F Q
F V K W X I F A U D G P I I R O X E P Z A
G R F F S S U S H D A Y I U O N D U Q Y Y
M T E A F X V K U O U C Q N E N K S F M T
H P H K M D O E F W L S Z L G C M Z S I F
T I C J W G M T C N J D T U I M L K Z U D
C V U S U L S A P S B N R P E L O B X Q V
H S W K X H L M O V E R X F A U H T I Z I
V L L Z O S U W N G E O O D G N T Y I A C
I H X X H D T W E T D O M O G D X Q A O T
V R V B Y K K S T H R M G B M B W P W N N
S N O M W O T A Q Q Y H X C E G M Y I E O
O J O U O H C A R R Y G H D Q K A V G T X
H Y X O V S M H B N R X O A L O S K P L C

Can you find these words?

SWEEPING MOTION
SCATTER RUG
DUSTPAN
PICK UP
ASIDE
CARRY
PILE
HOLD
ONE

STORAGE PLACE
LOCATION
RETURN
ACROSS
FLOOR
SWEEP
DUMP
DIRT

WASTEBASKET
BEND DOWN
GENTLE
REMOVE
BROOM
MOVE
ROOM
ALL

Crossword Puzzles

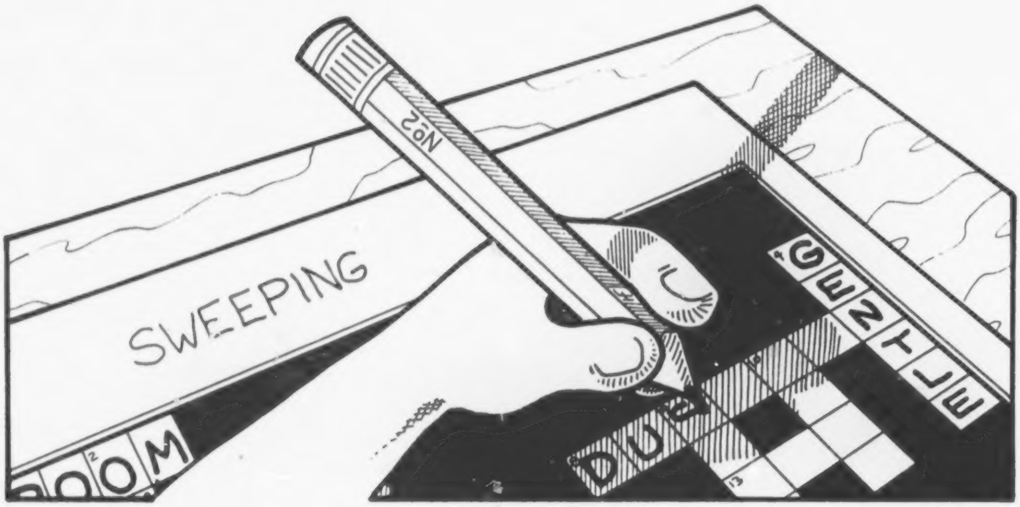
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in sweeping the floor.

MATERIALS: Crossword Puzzle 1, 2, or 3

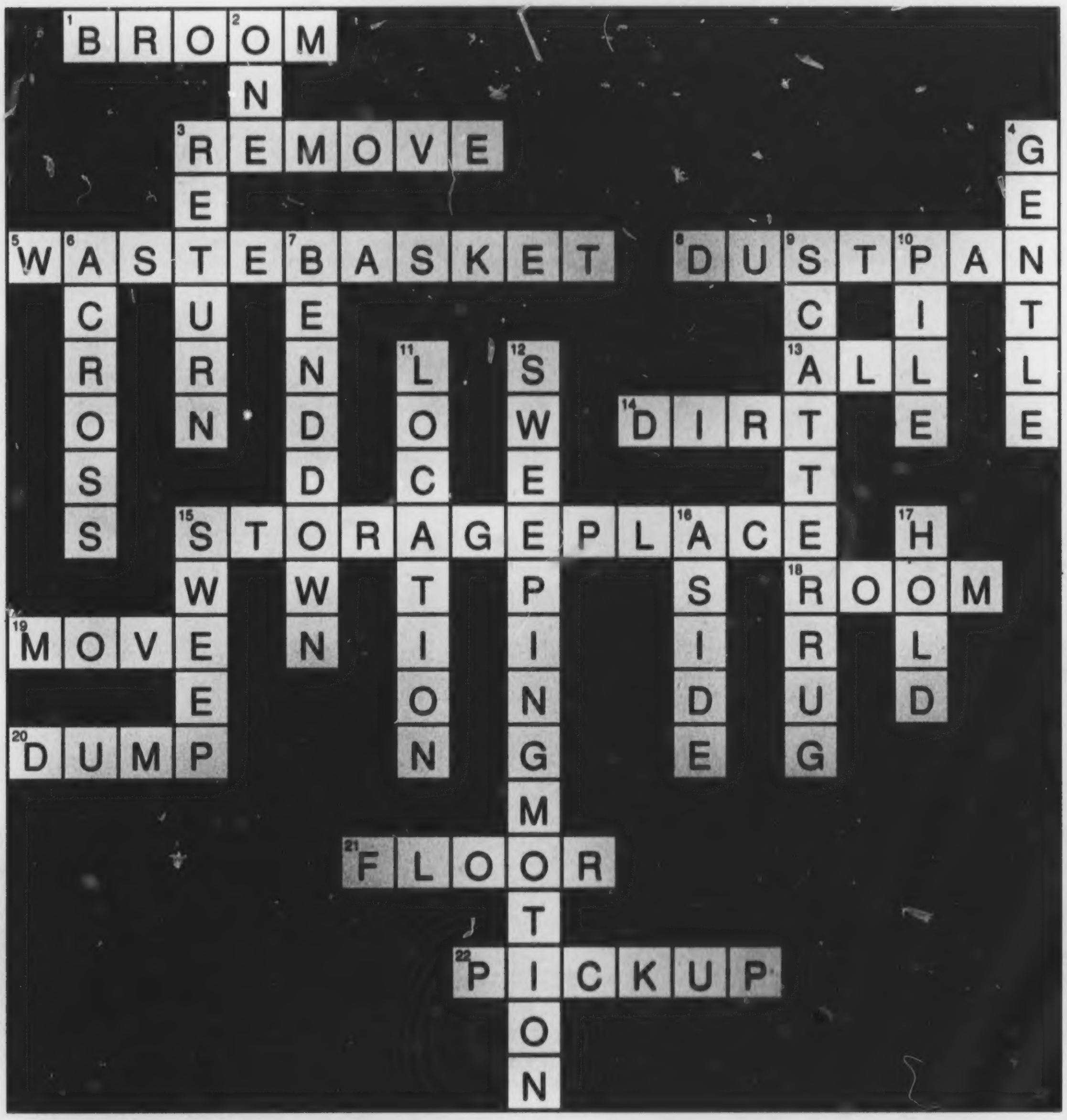
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



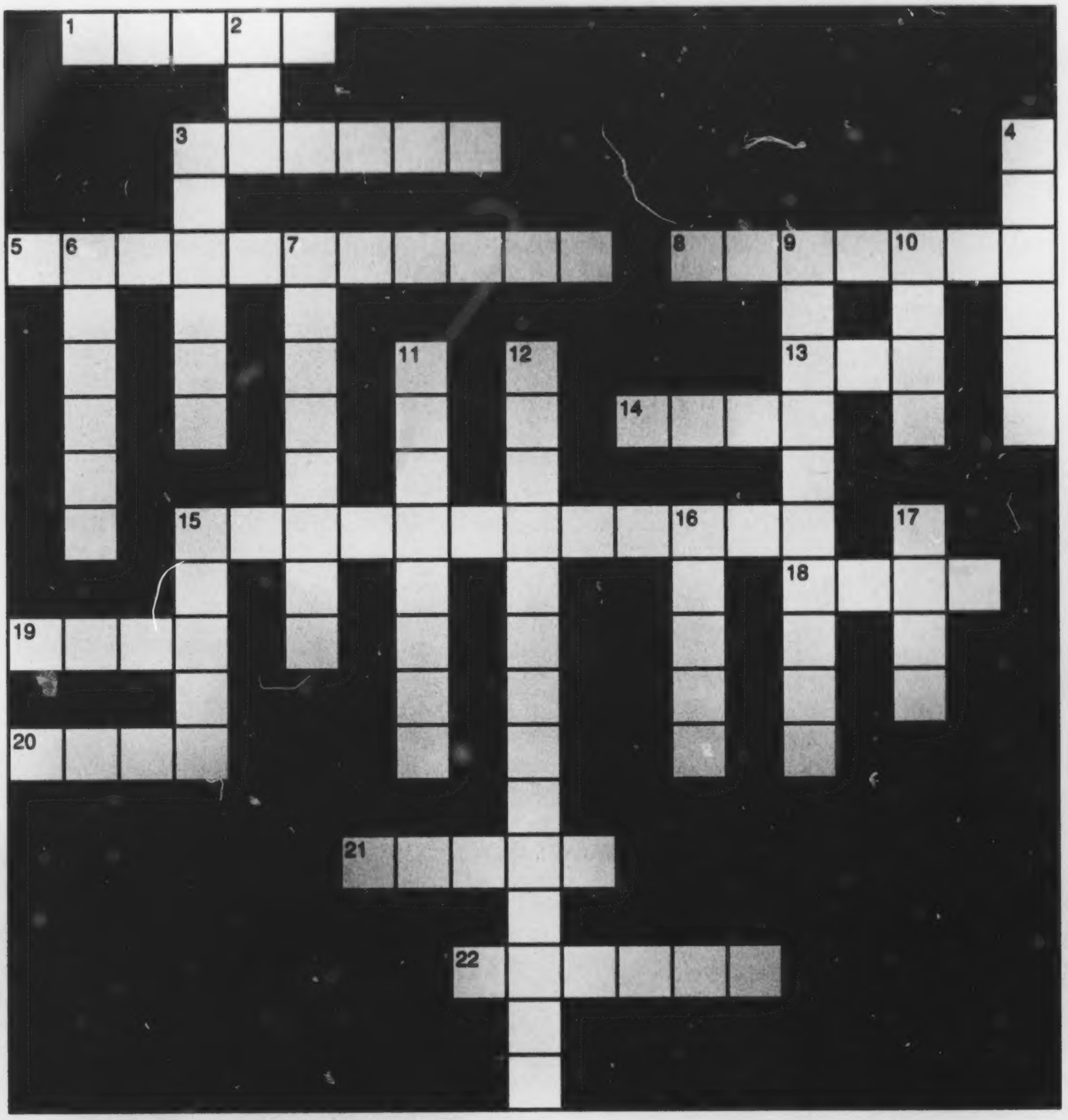
Sweeping the Floor
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 BROOM
2 ON
3 REMOVE
3 RETURN
4 GENTLE
5 WASTEBASKET
6 ACROSS
7 BEND DOWN
8 DUSTPAN
9 SCATTER RUG
10 PILE
11 LOCATION
12 SWEEPING MOTION
13 ALL
14 DIRT
15 STORAGE PLACE
15 SWEEP
16 ASIDE
17 HOLD
18 ROOM
19 MOVE
20 DUMP
21 FLOOR
22 PICKUP

Sweeping the Floor
Crossword Puzzles 1, 2, and 3

Name ______________________________


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

Sweeping the Floor
Crossword Puzzle 1

Name ______________________________

Across Clues

1. BROOM
3. REMOVE
5. WASTEBASKET
8. DUSTPAN
13. ALL
14. DIRT
15. STORAGEPLACE (2 words)
18. ROOM
19. MOVE
20. DUMP
21. FLOOR
22. PICKUP (2 words)

Down Clues

2. ONE
3. RETURN
4. GENTLE
6. ACROSS
7. BENDDOWN (2 words)
9. SCATTERRUG (2 words)
10. PILE
11. LOCATION
12. SWEEPINGMOTION (2 words)
15. SWEEP
16. ASIDE
17. HOLD

Word List

ACROSS
ALL
ASIDE
BEND DOWN
BROOM
DIRT
DUSTPAN
DUMP
FLOOR
GENTLE
HOLD
LOCATION
MOVE
ONE
PICK UP
PILE
REMOVE
RETURN
ROOM
SCATTER RUG
STORAGE PLACE
SWEEPING MOTION
SWEEP
WASTEBASKET

Sweeping the Floor
Crossword Puzzle 2

Name ______________________________

Across Clues

1. BROOM—used to sweep a floor
3. REMOVE—to take away
5. WASTEBASKET—a place to throw trash
8. DUSTPAN—used to sweep dirt into
13. ALL—everything, each and every one
14. DIRT—soil
15. STORAGE PLACE—a place to keep things
18. ROOM—a place with four walls
19. MOVE—to put in another place
20. DUMP—to pour out
21. FLOOR—a place to walk on
22. PICK UP—to lift

Down Clues

2. ONE—a single item
3. RETURN—to put back
4. GENTLE—soft, smooth motions
6. ACROSS—a side-to-side motion
7. BEND DOWN—to lean over from the waist
9. SCATTER RUG—a small piece of carpet
10. PILE—a heap, stack, or mound
11. LOCATION—a place
12. SWEEPING MOTION—the action used with a broom
15. SWEEP—to use a broom
16. ASIDE—next to, out of the way
17. HOLD—keep in your hand

Word List

ACROSS
ALL
ASIDE
BEND DOWN
BROOM
DIRT
DUSTPAN
DUMP
FLOOR
GENTLE
HOLD
LOCATION
MOVE
ONE
PICK UP
PILE
REMOVE
RETURN
ROOM
SCATTER RUG
STORAGE PLACE
SWEEPING MOTION
SWEEP
WASTEBASKET

Sweeping the Floor
Crossword Puzzle 3

Name ______________________________

Across Clues

1. used to sweep a floor
3. to take away
5. a place to throw trash
8. used to sweep dirt into
13. everything, each and every one
14. soil
15. a place to keep things (2 words)
18. a place with four walls
19. to put in another place
20. to pour out
21. a place to walk on
22. to lift (2 words)

Down Clues

2. a single item
3. to put back
4. soft, smooth motions
6. a side-to-side motion
7. to lean over from the waist (2 words)
9. a small piece of carpet (2 words)
10. a heap, stack, or mound
11. a place
12. the action used with a broom (2 words)
15. to use a broom
16. next to, out of the way
17. keep in your hand

Word List

ACROSS
ALL
ASIDE
BEND DOWN
BROOM
DIRT
DUSTPAN
DUMP
FLOOR
GENTLE
HOLD
LOCATION
MOVE
ONE
PICK UP
PILE
REMOVE
RETURN
ROOM
SCATTER RUG
STORAGE PLACE
SWEEPING MOTION
SWEEP
WASTEBASKET

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

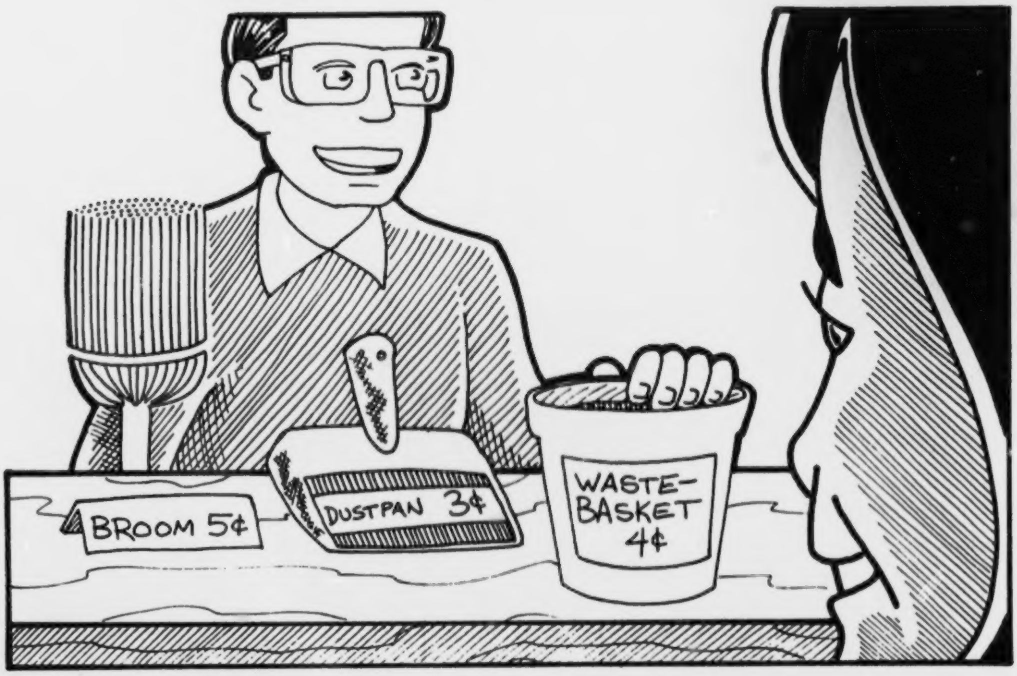
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

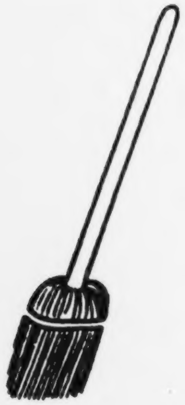
ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

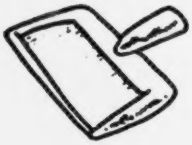


Sweeping the Floor
Shopping List Worksheet

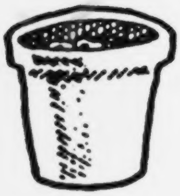
Name ____



Broom __________ ¢



Dustpan __________ ¢



Wastebasket __________ ¢

Total __________ ¢

Label Objects or Pictures

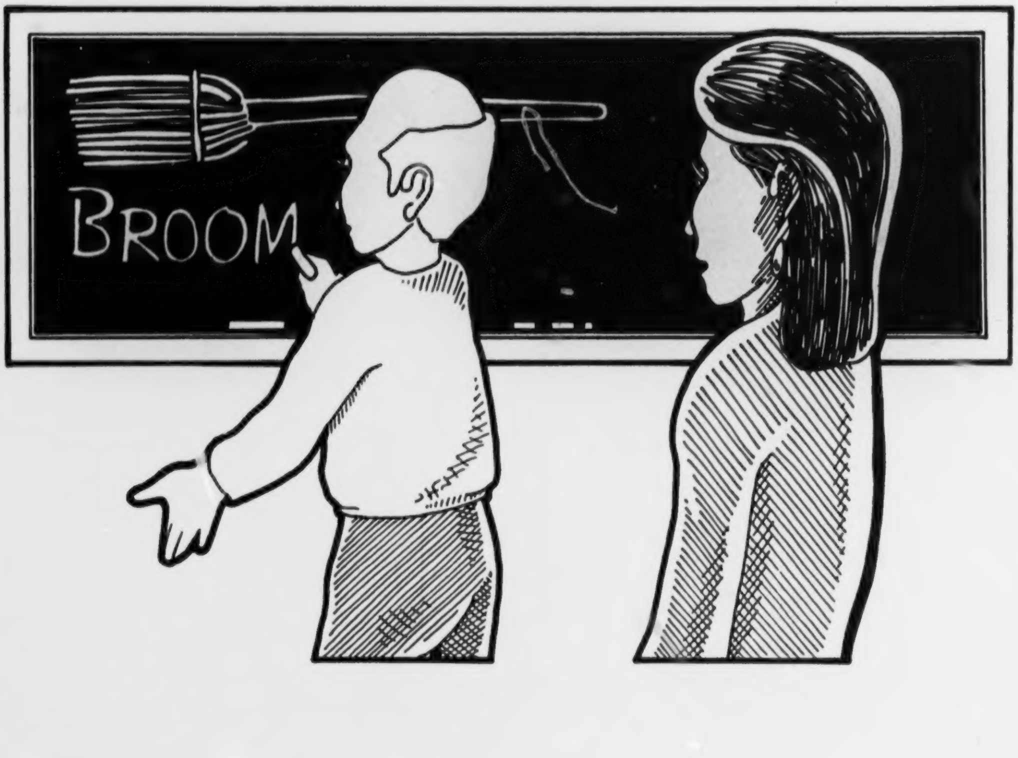
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in sweeping the floor.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Sweeping the Floor, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in sweeping the floor. Ask, "What is it?" Help the individual name the object, using an expressive communication system.
2. Present pictures of objects used in sweeping the floor. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.



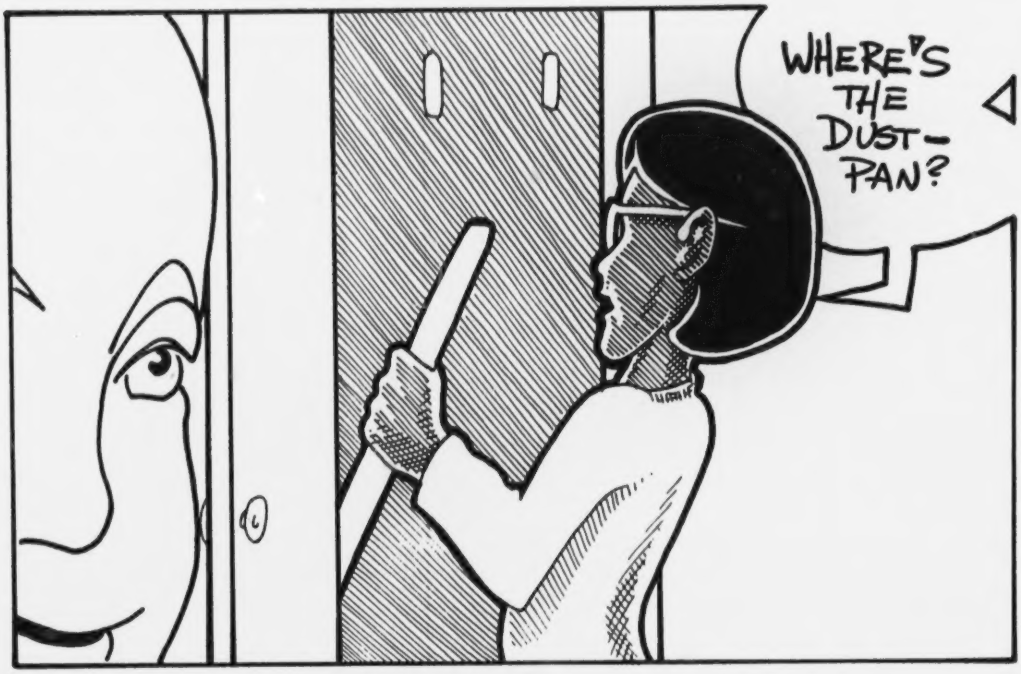
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of sweeping the floor.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Sweeping the Floor, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to sweep the floor. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


WHERE'S THE DUST-PAN?

Label or Request Actions

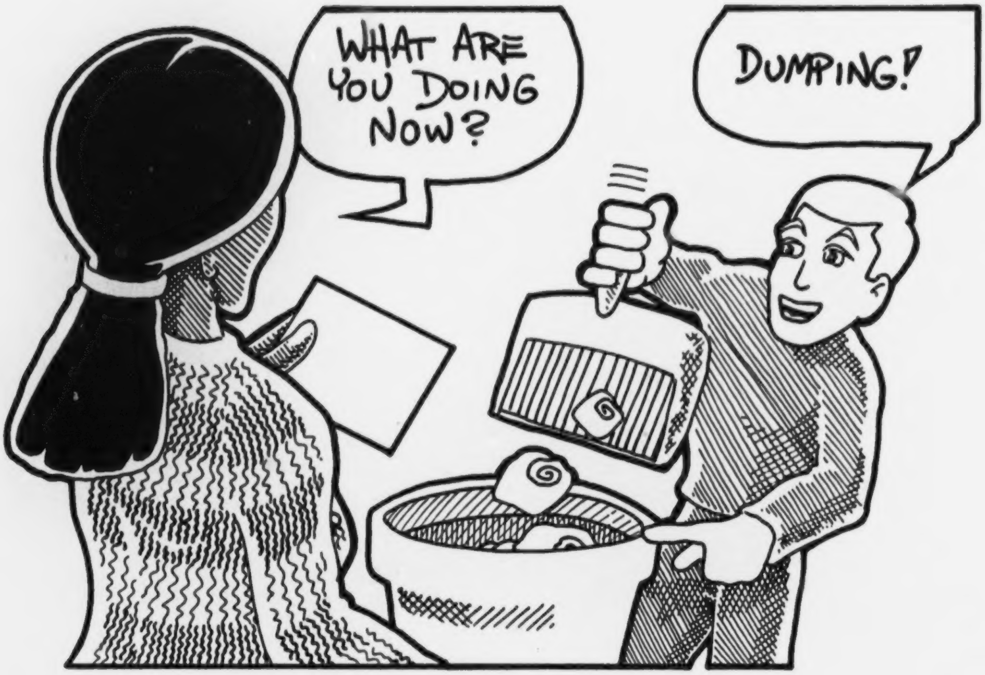
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with sweeping the floor, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?
DUMPING!

Express Action Steps, Using a Word, Phrase, or Sentence

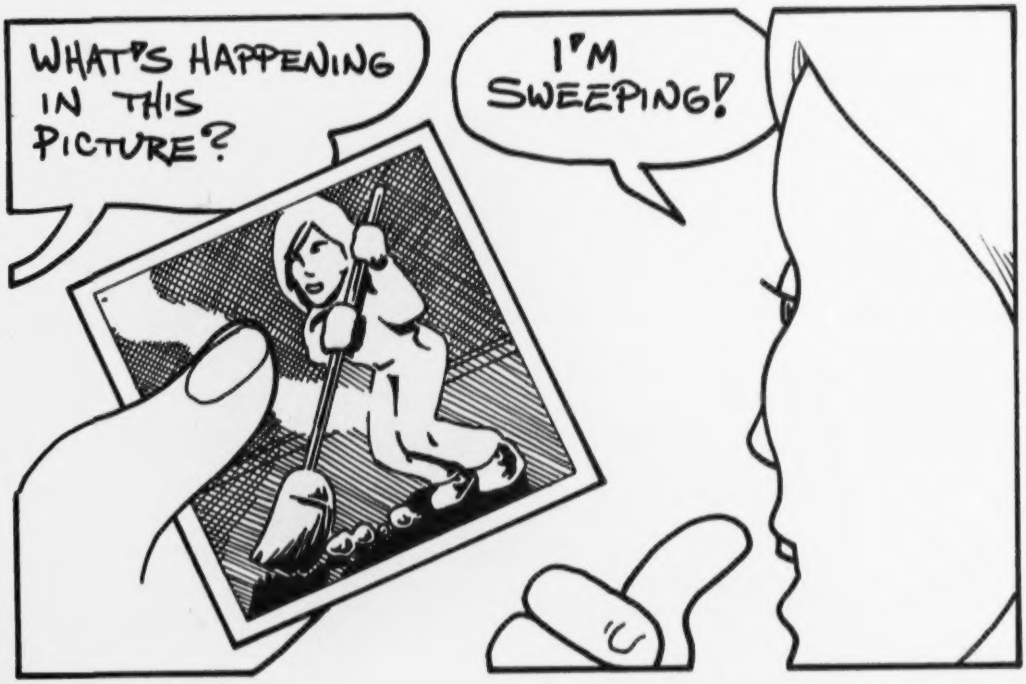
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


WHAT'S HAPPENING IN THIS PICTURE?
I'M SWEEPING!

Answer Simple Questions

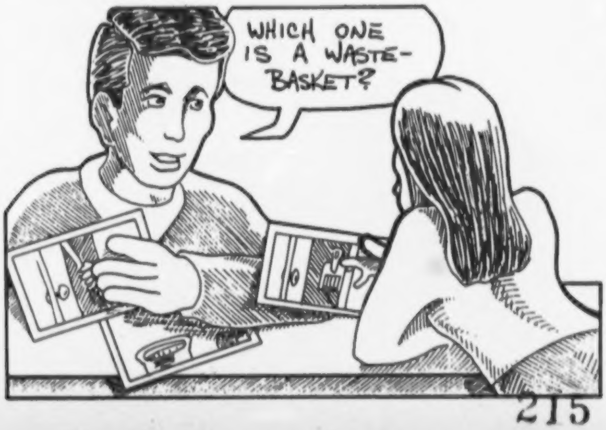
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of sweeping the floor.

MATERIALS: Simple Questions for Sweeping the Floor (page 164)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Sweeping the Floor list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Sweeping the Floor list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


WHICH ONE IS A WASTE-BASKET?

Sweeping the Floor
Multiple Choice Questions

Name ______________________________

1. What do you use to sweep the floor?
   a. Mop
   b. Broom
   c. Dustpan

2. What do you use to pick up the dirt once you have swept it into a pile?
   a. Mop
   b. Broom
   c. Dustpan

3. Where do you begin sweeping the floor?
   a. On one side of the room
   b. In the center of the floor
   c. In the doorway

4. What do you do with scatter rugs or small objects on the floor before sweeping?
   a. Replace them
   b. Move them
   c. Leave them in their places

5. What motion do you use when sweeping?
   a. Back-and-forth motion to and from the body
   b. Zig-zag motion across the floor
   c. Up-and-down motion

6. What do you do with all the dirt while you are sweeping?
   a. Sweep it into a pile
   b. Spread it over the floor
   c. Put it under the rug

7. What do you do with the dirt once it is swept into a pile?
   a. Sweep it under the rug
   b. Sweep it into the wastebasket
   c. Sweep it into the dustpan

8. What do you do with the dirt from the dustpan?
   a. Dump it in the wastebasket
   b. Pour it in the sink
   c. Throw it outside

9. Why do you sweep the floor?
   a. Because the floor is clean
   b. Because the floor is dirty
   c. Because the floor is wet

10. What do you do with the broom and dustpan when you are finished sweeping?
    a. Put them in the bedroom
    b. Remove them from the house
    c. Return them to their usual storage place

Sweeping the Floor
Yes/No Questions

Name ______________________________

1. Do you use a mop to sweep the floor?
   YES NO
2. Do you use a dustpan to pick up the dirt when you are finished?
   YES NO
3. Do you dump the dirt in the sink when you are finished?
   YES NO
4. Do you use gentle sweeping motions when you sweep?
   YES NO
5. Do you remove any scatter rugs or small objects from the floor before you sweep?
   YES NO
6. Do you sweep the floor when it's dirty?
   YES NO
7. Do you begin to sweep in the middle of the floor?
   YES NO
8. Do you return the broom and dustpan to their usual storage place when finished?
   YES NO
9. Do you sweep the dirt into a pile before you pick it up?
   YES NO
10. Do you bend down to hold the broom while you sweep?
    YES NO

Request Objects, Using a Sentence

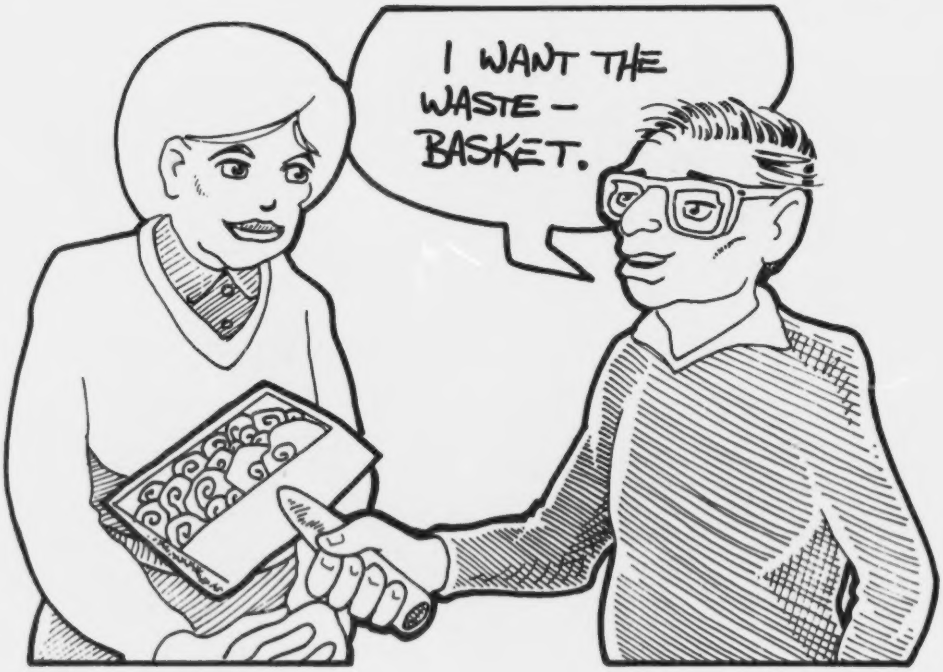
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for sweeping the floor, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 147)
Shopping List Worksheet
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.


I WANT THE WASTE-BASKET.

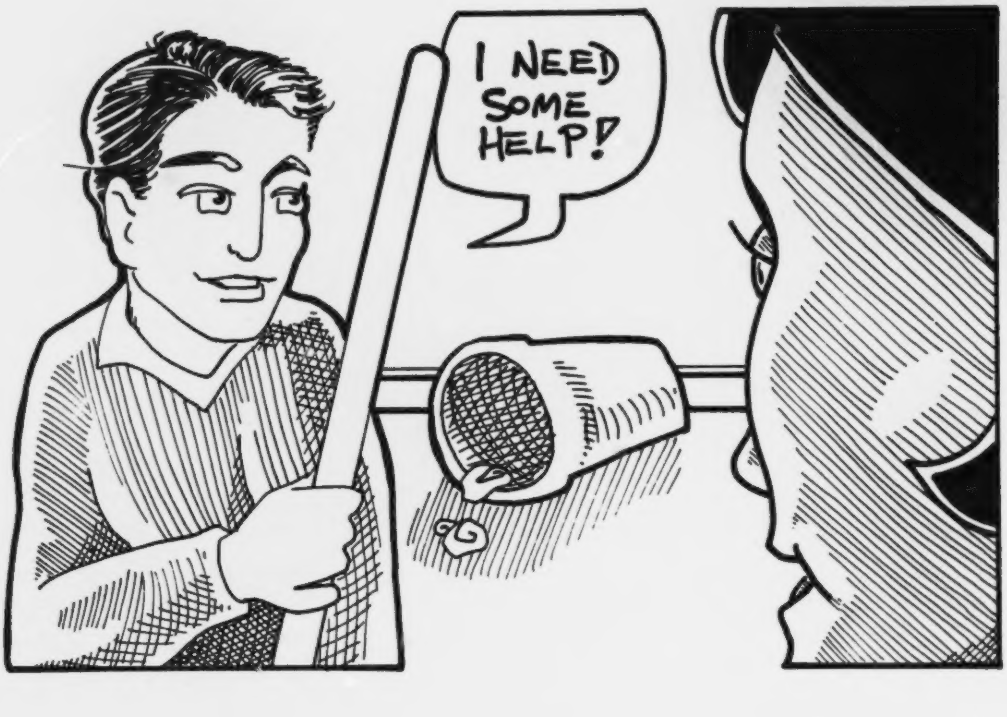
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while sweeping the floor. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.


I NEED SOME HELP!

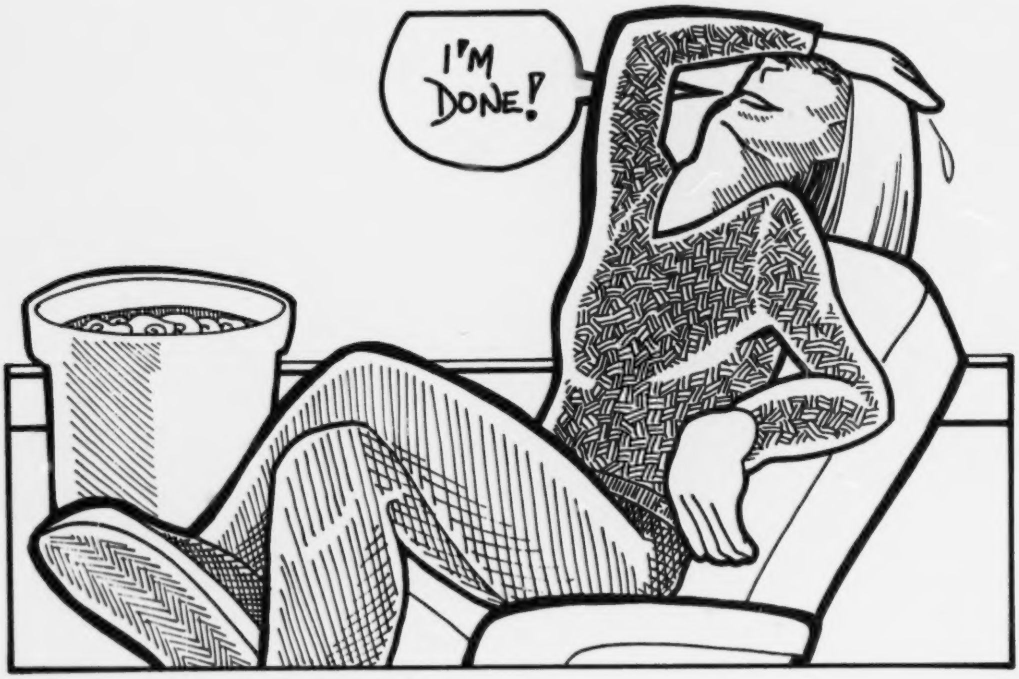
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."



Request Information

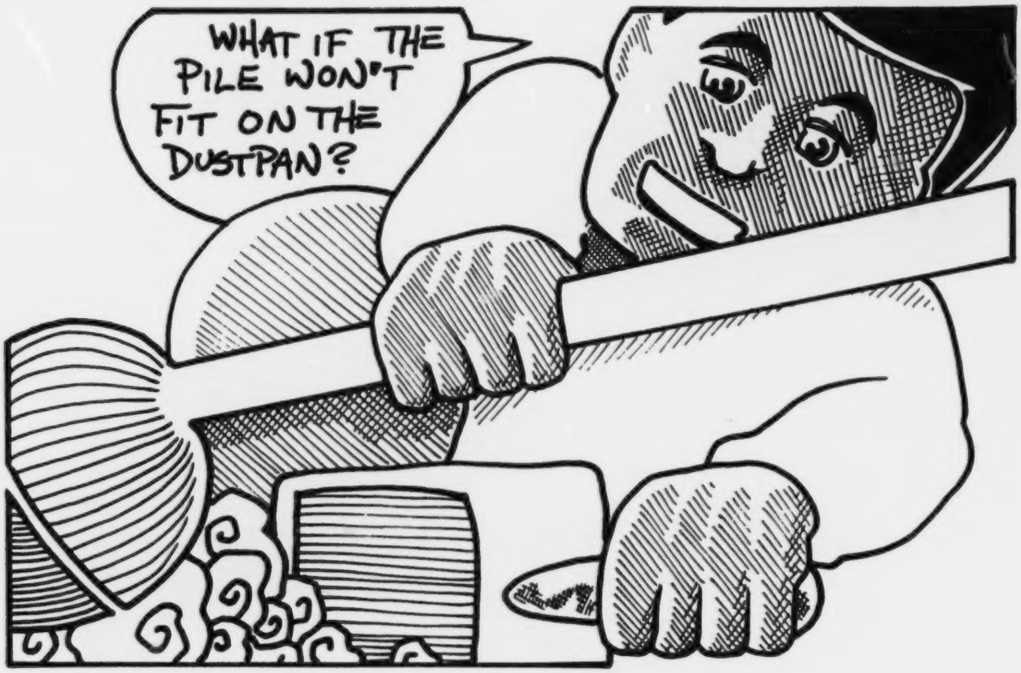
GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of sweeping the floor.

MATERIALS: Objects used in the task (See Vocabulary List, page 147)
Flip Book pictures

ACTIVITIES:

1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.


WHAT IF THE PILE WON'T FIT ON THE DUSTPAN?

Express Varied Sentence Structures and Pragmatic Functions

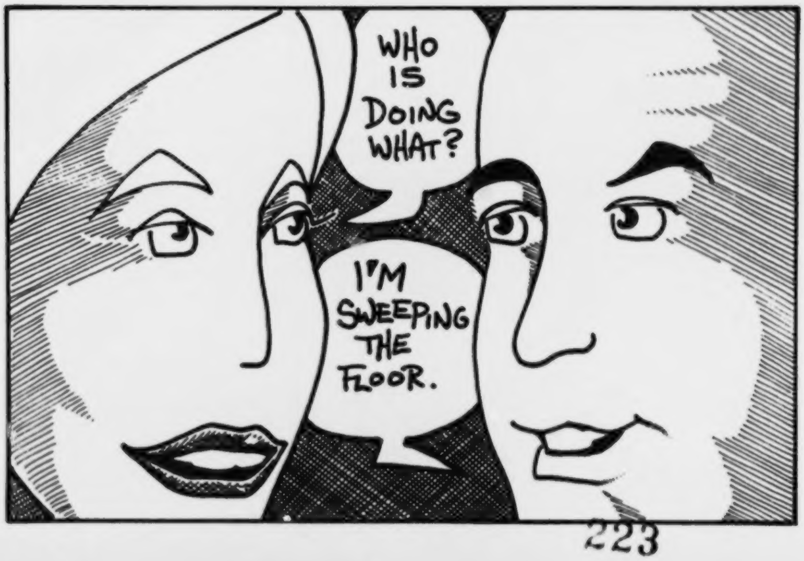
GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures
Objects used in the task (See Vocabulary List, page 147)
Money
Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. Engage the individual in conversation about sweeping the floor. Help the individual to use a variety of sentence structures, such as "I am going to sweep the floor" (agent + action + object) or "Clean floor" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of sweeping the floor. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.


WHO IS DOING WHAT?
I'M SWEEPING THE FLOOR.

Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

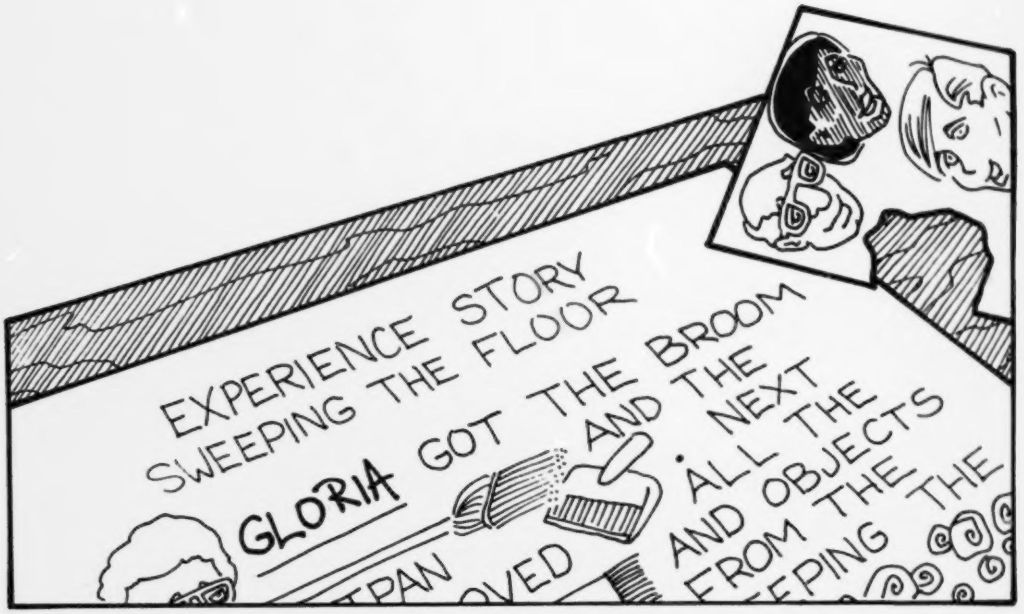
OBJECTIVE: The individual will read the pictures or words in an experience story.

MATERIALS: Experience Story
Experience Story Faces (pages 295-298)

ACTIVITIES:

1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the face next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
SWEEPING THE FLOOR
GLORIA GOT THE BROOM
AND THE
NEXT
ALL THE
AND OBJECTS
FROM THE
THE
TPAN
OVED
EPING THE

Sweeping the Floor Experience Story

☐ got the broom and the dustpan.

Next, ☐ removed all the scatter rugs and objects from the floor.

☐ began sweeping the floor, being sure to sweep the dirt across the floor into one pile.

☐ bent down to hold the dustpan with one hand while holding the broom with the other hand.

☐ swept all the dirt into the dustpan.

Next, ☐ set the broom aside, carried the dustpan to the wastebasket, and emptied the dirt into the wastebasket.

To finish the chore, ☐ returned the dustpan and broom to their usual storage places.

Then ☐ put all the scatter rugs and small objects back in their usual locations.

☐ did such a fine job of sweeping the floor!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 187)

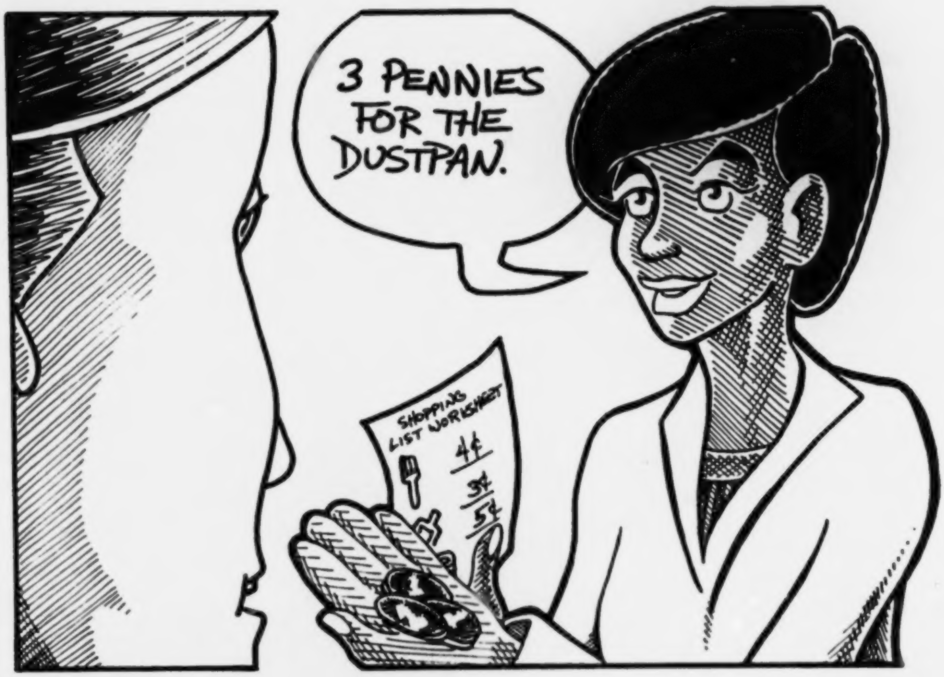
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Sweeping the Floor
Skills Profile

Name ______________________ Date ____________

Instructor ______________________ Program ____________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Sweeping the Floor
Goals and Objectives

Name ______________________________ Date ____________

Instructor ______________________________ Program ____________

	________ Annual goal: To improve receptive language skills ________ Annual goal: To improve housekeeping skills	
	OBJECTIVES: ✓ to indicate selected objectives	
	1. The individual will recognize objects used in sweeping the floor when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of sweeping the floor.	______out of ______times
	3. The individual will recognize pictures of objects used in sweeping the floor, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with sweeping the floor, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for sweeping the floor when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of sweeping the floor, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of sweeping the floor, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of sweeping the floor, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of sweeping the floor, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in sweeping the floor, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with sweeping the floor, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in sweeping the floor.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in sweeping the floor.	______out of ______times
	2. The individual will request objects needed to complete the routine task of sweeping the floor.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with sweeping the floor, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of sweeping the floor.	______out of ______times
	6. The individual will request items needed for sweeping the floor, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of sweeping the floor.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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Chapter 4

Mopping the Floor

Letter #1 to Parents or Significant Caregivers

Dear ______________________________ ,

Having sparkling clean floors makes us proud of our home, school and work place! We are learning to mop the floors so we can clean up the dust and dirt that have been tracked in from outside. We are learning to judge when the floors need to be cleaned and then to begin the task with as little prompting as possible. We also are learning how to carry out the steps of this task, and we are learning where the necessary cleaning materials are stored. It is important for us to talk about the task so we can practice our new vocabulary and use our best sentences. All the important words we are learning are listed on the worksheet, Vocabulary List for Mopping the Floor. You can help us look at the picture on that worksheet and find all the things named in the vocabulary. The steps that we will use are listed on the worksheet, Steps for Mopping the Floor. While practicing these steps, we will be learning various parts of the task. Activity worksheets will be sent to you regularly. They will tell us how to do the activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help us learn to perform this task in different settings.

We must practice mopping the floor often and in different locations. We can mop the kitchen and bathroom floors. We can also practice mopping floors in the basement or laundry room if they are not carpeted. We must learn to judge when the floors need to be mopped and not rely on you to tell us when the job needs to be done. We also must be able to get and replace all the cleaning supplies needed. We need to be careful not to leave the floor too wet. Also, we must learn to dump the dirty water in an appropriate place. When we are finished, help us evaluate our work. It is important for us to be recognized and praised for our work and to talk about it with family and friends.

____

(Individual's name)

____

(Staff member's name)

Letter # 2 to Parents or Significant Caregivers

Dear ________________________________ ,

Having sparkling clean floors makes me proud of our home! I am learning to mop the floor so I can clean up the dust and dirt that has been tracked into the house. I am also learning to judge when the floors need to be mopped and then to begin the task with as little prompting as possible. I am learning to carry out the steps of this task, and I am learning where the cleaning materials are stored. It is important for me to talk about the task so that I can use my new vocabulary and best sentences. All the important words I am learning are listed on the worksheet, Vocabulary List for Mopping the Floor. You can help me look at the picture on that worksheet and find all the things named in the vocabulary. The steps that I will use are listed on the worksheet, Steps for Mopping the Floor. I will be learning various parts of the task by following these steps in many different activities. Activity worksheets will be sent to you regularly. They will tell me how to do the activities. Please keep the worksheets in a folder so they do not get lost. Remember, it is important to be consistent. Using the same language and sequence of steps will help me learn to perform this task in different settings.

I must practice mopping the floor often and in different locations. I can mop the kitchen and bathroom floors regularly. I can also practice mopping the floor in the basement or laundry room if they are not carpeted. I must learn to judge when these floors are dirty and need to be mopped, and I must not depend on you to tell me when the job needs to be done. I must be able to get out and replace all the cleaning supplies that are needed for the task. I must be careful not to put too much water on the floor and leave it too wet. I must also learn to dump the dirty water in an appropriate place. When I am finished, help me evaluate the job I have done. Encourage me to talk about my work with family and friends. I need to be recognized and praised for my part in keeping our home neat and clean!

____

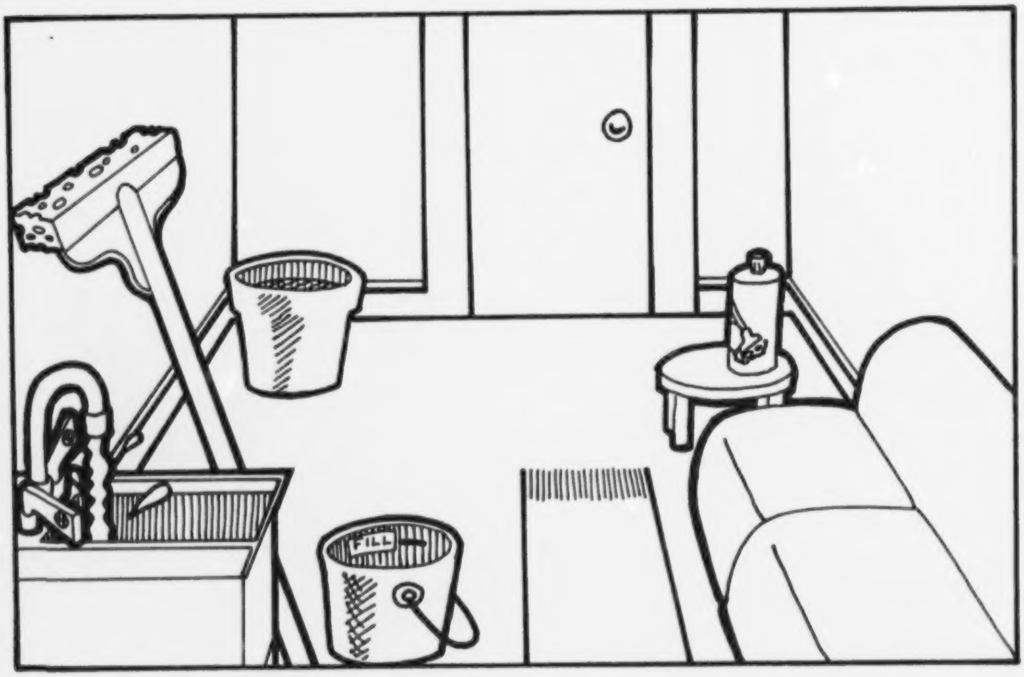
(Individual's name)

____

(Staff member's name)

Vocabulary List for Mopping the Floor

- bucket
- floor cleaner
- detergent
- faucet
- hot
- dry
- off
- small amount
- scatter rugs
- lever
- wait
- across
- corner
- clean
- squeeze
- get
- pieces
- remove
- warm
- adjust
- out
- up
- under
- turn
- gently
- sponge mop
- laundry tub
- sink
- cold
- water
- on
- furniture
- dump
- wastebasket
- handle
- room
- rinse
- dirty
- lift
- push
- pour
- place
- floor
- dissolve
- in
- down
- fill line
- full
- movable



Steps for Mopping the Floor

Note: It may be necessary to change the order of the steps to reflect the procedure used most often in the individual's environment.

1. Remove small pieces of furniture, scatter rugs, wastebaskets, or other movable objects from the dirty floor area.
2. Get a bucket.
3. Get a sponge mop. (It is helpful to use a simple sponge mop and a cleaner that does not require rinsing. This helps to eliminate a number of steps and makes the task easier for the individual to learn.)
4. Get the floor cleaner or detergent.
5. Go to the sink or an area that has a faucet.
6. Turn on the cold and hot water and adjust to warm.
7. Put the bucket in the sink or under the faucet.
8. Fill the bucket to the fill line or 3/4 full.
9. Turn the water off.
10. Pour _________ (amount) of floor cleaner or detergent into the bucket.
11. Lift the bucket out of the sink and place it on the floor.
12. Put the sponge mop in the bucket and gently move it up and down. This will help dissolve and mix the cleaner.
13. Lift the mop out of the water while holding it over the bucket.
14. Use the lever or handle to squeeze the extra water out of the mop. Make sure the water goes back into the bucket.
15. Start in one corner of the room. Move the mop to and from your body while mopping across a small area of the floor. (It is important to choose a specific location, such as the far corner of a room, to begin mopping. It also is important to choose a specific pattern for mopping, such as moving the mop to and from the body while mopping left to right across the floor. This consistent pattern will help the individual learn to thoroughly mop all areas of the floor.)
16. Put the mop back into the bucket and gently move it up and down to rinse out the dirt.
17. Lift the mop out of the water while holding it over the bucket.

18. Use the lever or handle to squeeze the extra water out of the mop. Make sure that the water goes back into the bucket.

19. Move to the next dirty area of the floor. Move the mop to and from your body while mopping across the floor to wash the next small area.

20. Continue mopping, using steps 16 through 19 until the entire floor is clean.

21. Wait until the floor is dry.

22. When the floor is dry, carry the bucket and mop to the sink or laundry tub.

23. Carefully dump the dirty water into the sink or laundry tub.

24. Turn the water on and rinse the bucket with clean water.

25. Lift the bucket out of the sink and place it on the floor.

26. Put the mop in the sink or under the faucet and rinse it with clean water.

27. Turn the water off.

28. Use the lever or handle to squeeze the extra water out of the mop. Make sure the water goes into the sink or laundry tub.

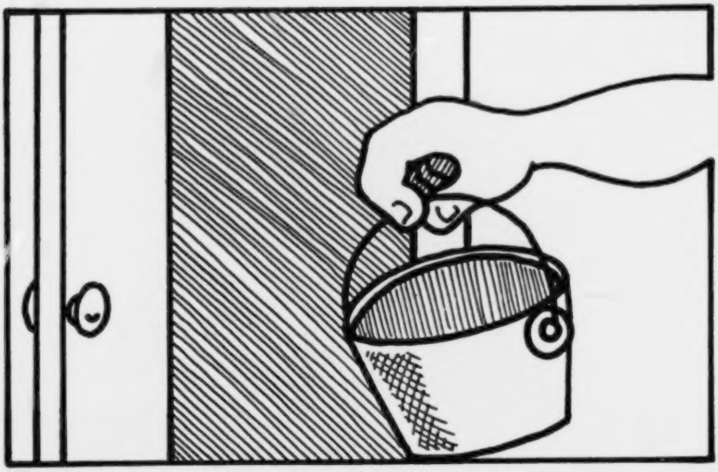
29. Put the bucket and mop in their usual storage places.

30. Put the floor cleaner or detergent in its usual storage place.

31. Return the furniture, scatter rugs, wastebaskets, or other objects to their usual places.

Steps for Mopping the Floor

2



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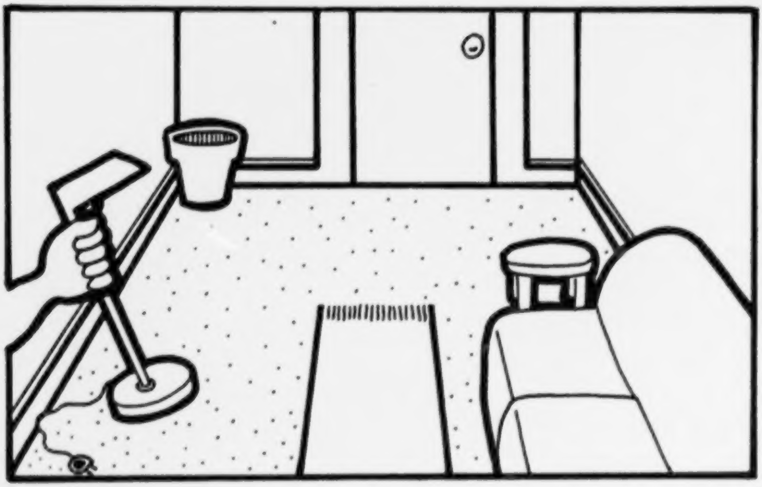

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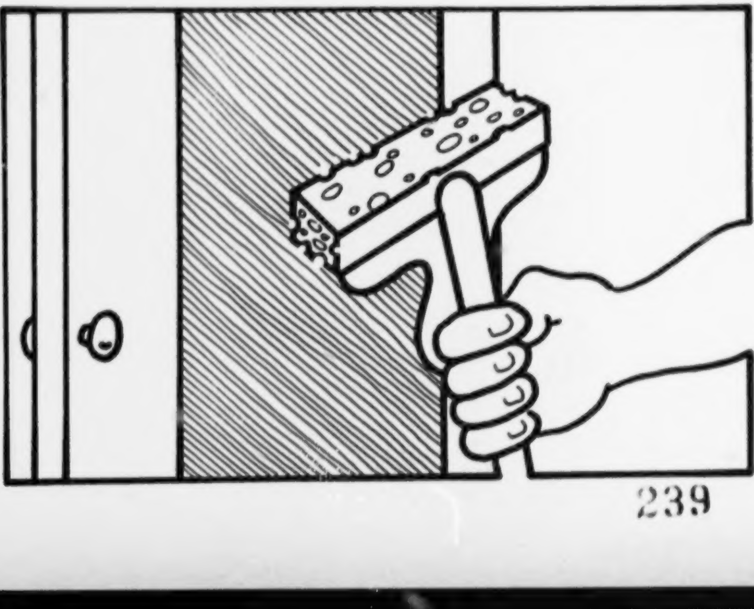
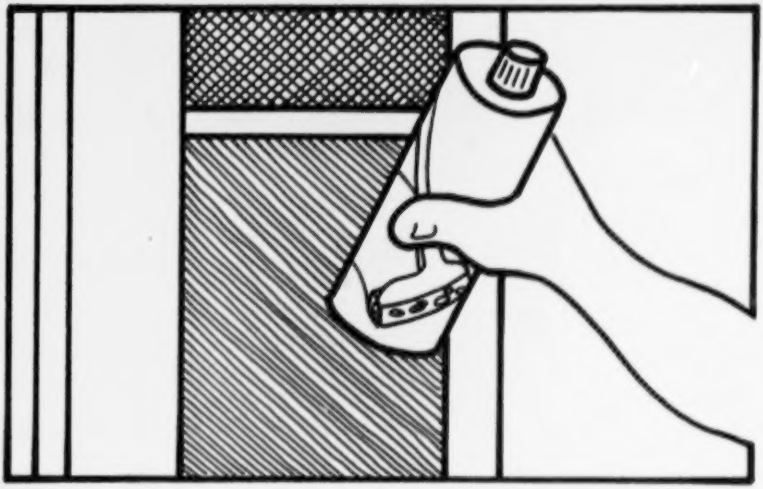


1. Remove small pieces of furniture, scatter rugs, wastebaskets, or other movable objects from the dirty floor area.

3. Get a sponge mop.

2. Get a bucket.

4



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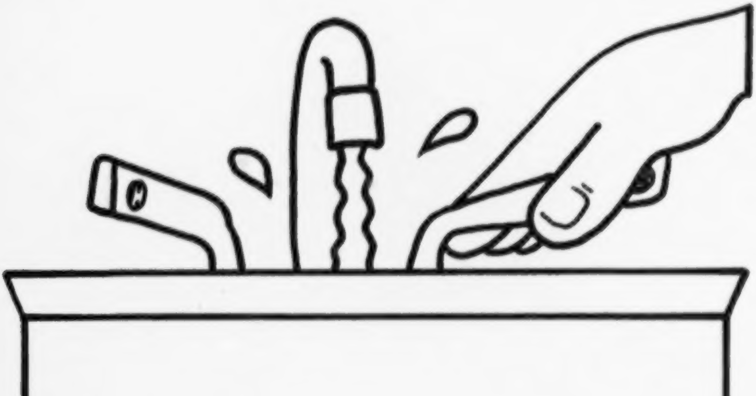

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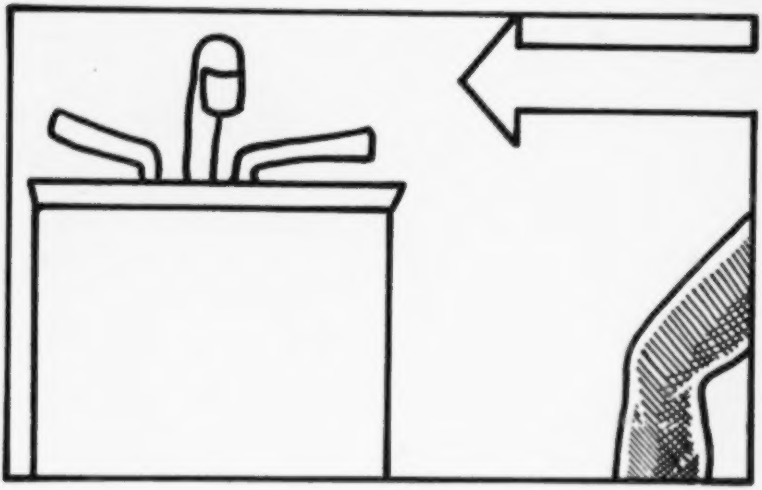

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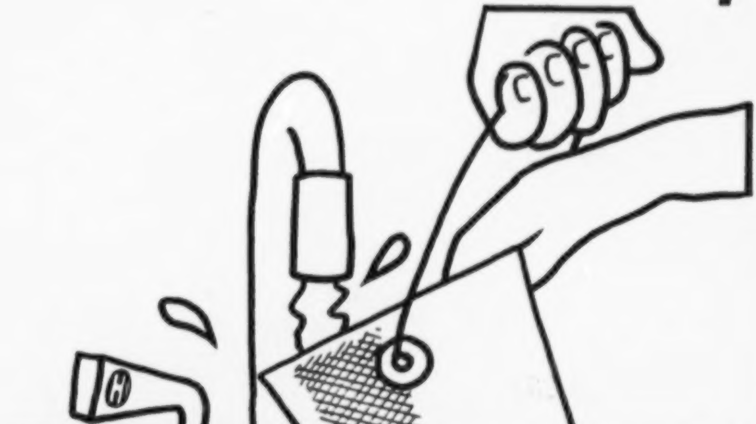


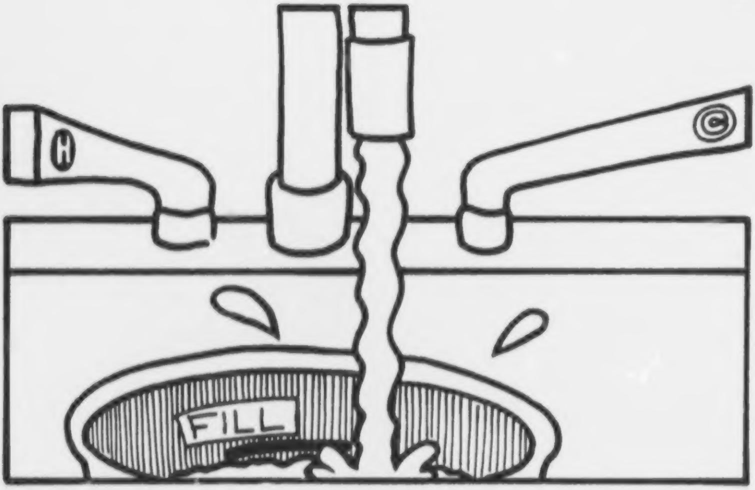
5. Go to the sink or an area that has a faucet.

7. Put the bucket in the sink or under the faucet.

4. Get the floor cleaner or detergent.

6. Turn on the cold and hot water and adjust to warm.

8



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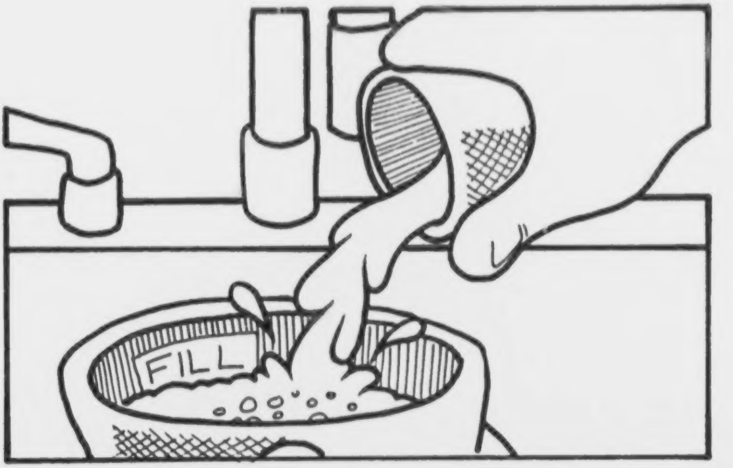

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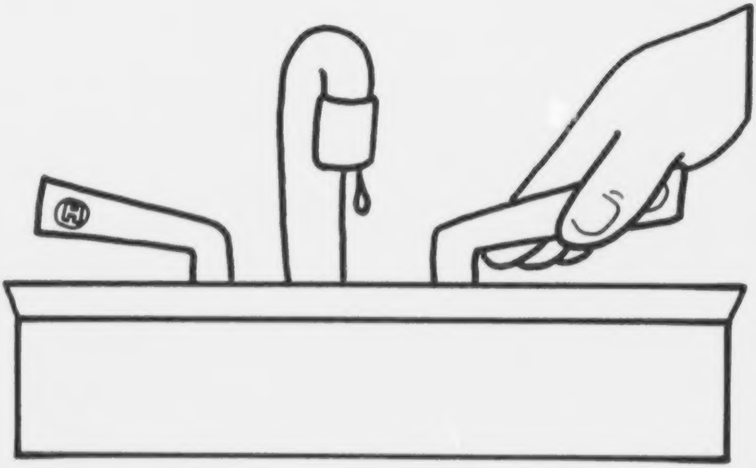

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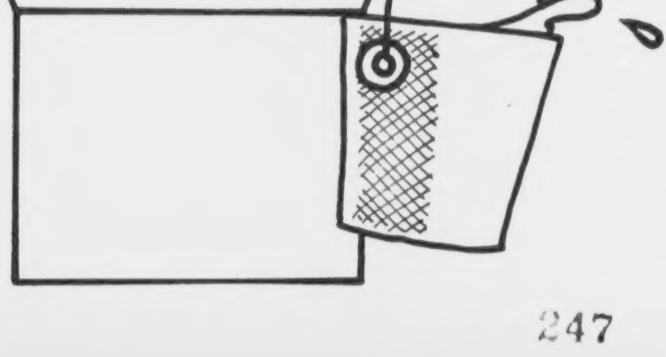


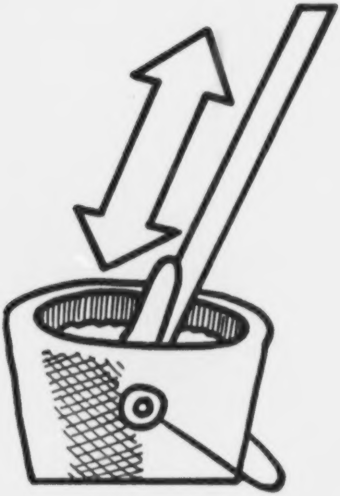
9. Turn the water off.

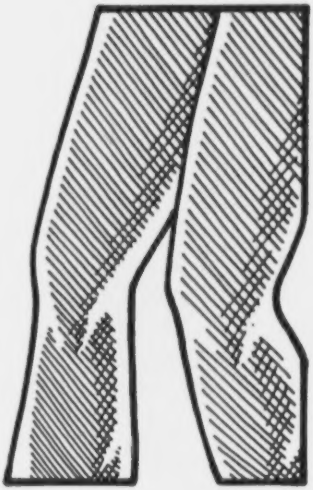
11. Lift the bucket out of the sink and place it on the floor.

8. Fill the bucket to the fill line or 3/4 full.

10. Pour __________ (amount) of floor cleaner or detergent into the bucket.

12





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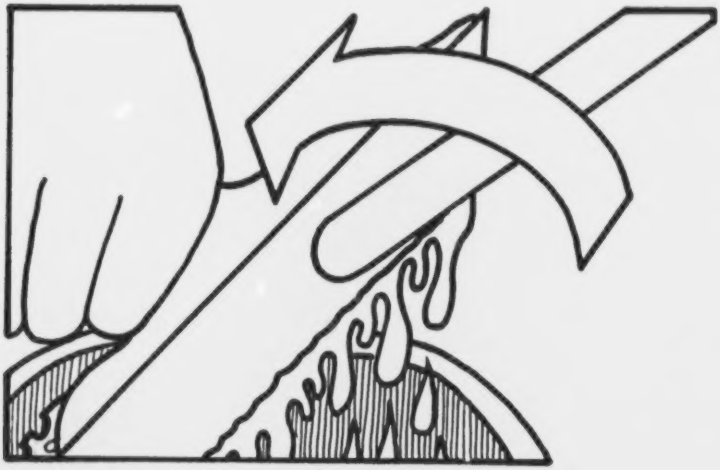

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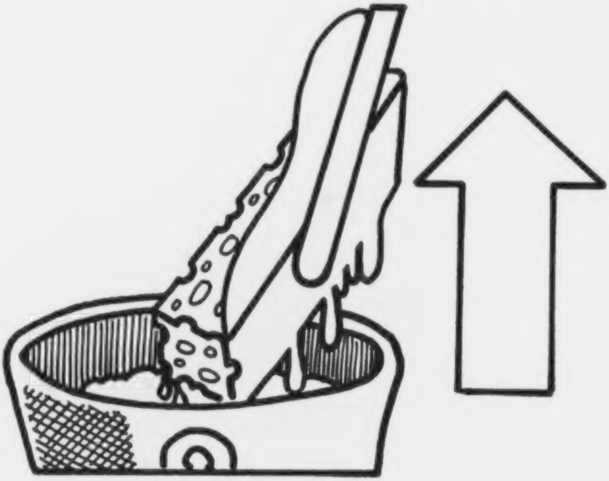

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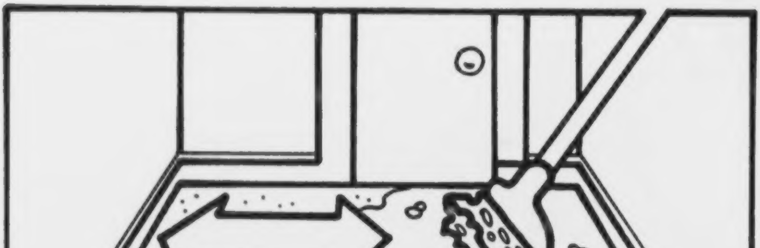


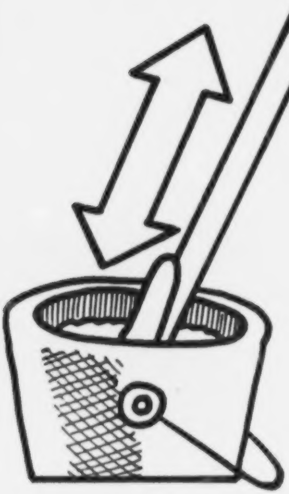
13. Lift the mop out of the water while holding it over the bucket.

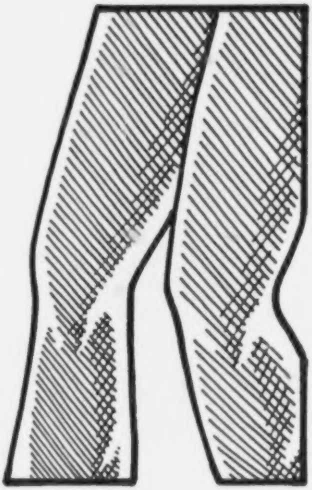
15. Start in one corner of the room. Move the mop to and from your body while mopping across a small area of the floor.

12. Put the sponge mop in the bucket and gently move it up and down. This will help dissolve and mix the cleaner.

14. Use the lever or handle to squeeze the extra water out of the mop. Make sure the water goes back into the bucket.

16





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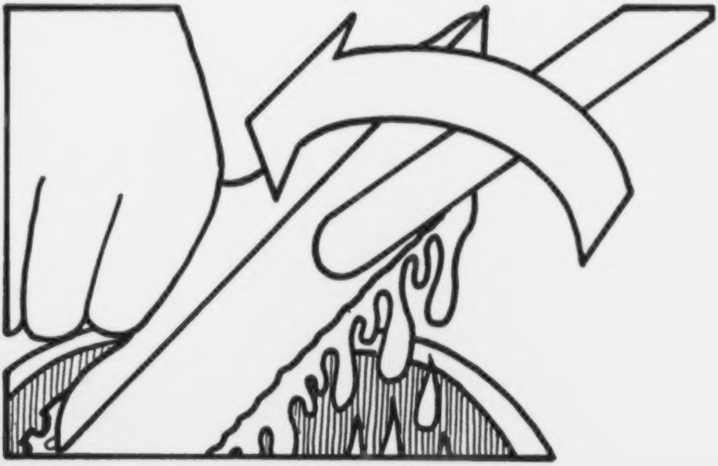

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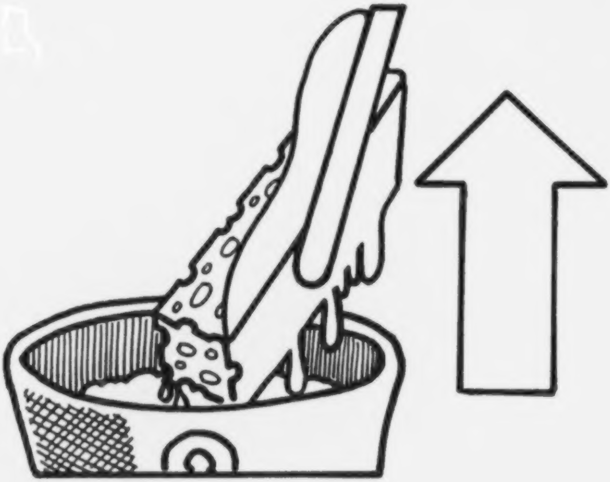
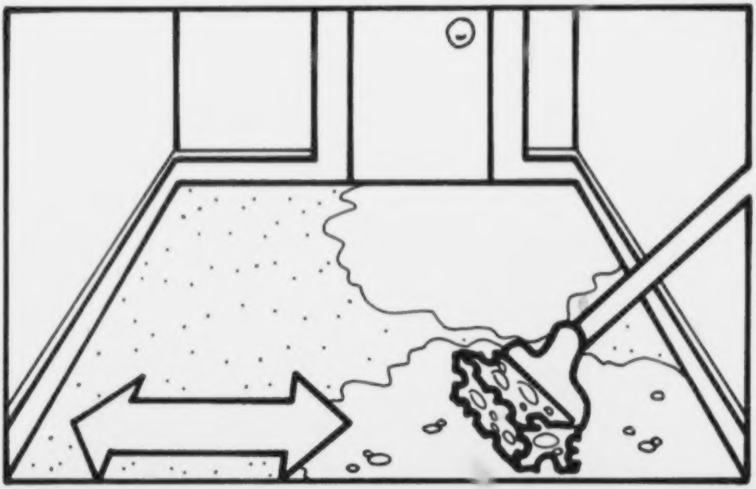


19



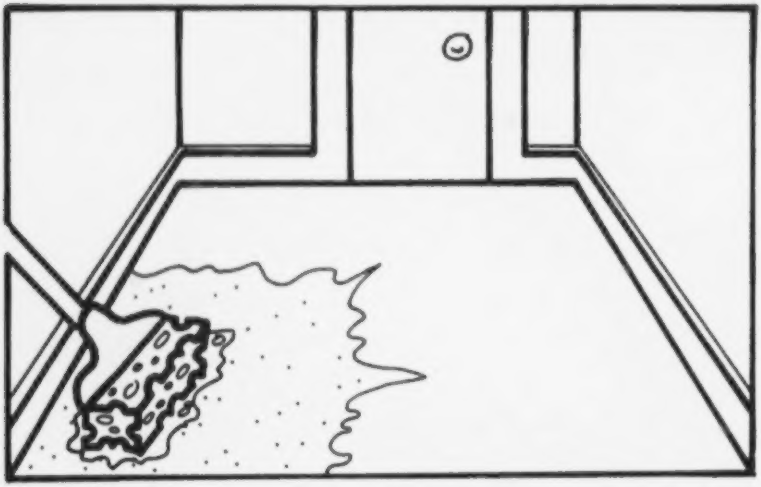
17. Lift the mop out of the water while holding it over the bucket.

19. Move to the next dirty area of the floor. Move the mop to and from your body while mopping across the floor to wash the next small area.

16. Put the mop back into the bucket and gently move it up and down to rinse out the dirt.

18. Use the lever or handle to squeeze the extra water out of the mop. Make sure that the water goes back into the bucket.

20



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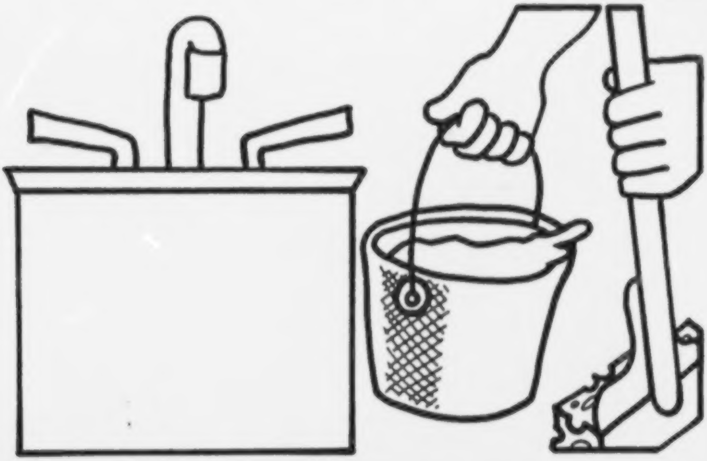

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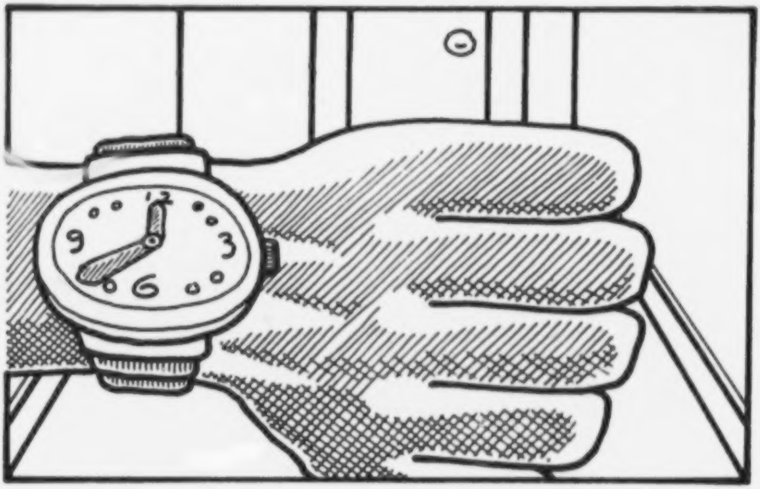

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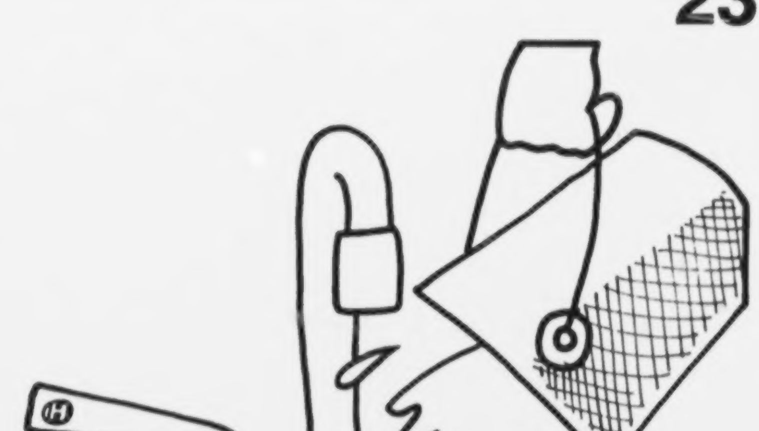


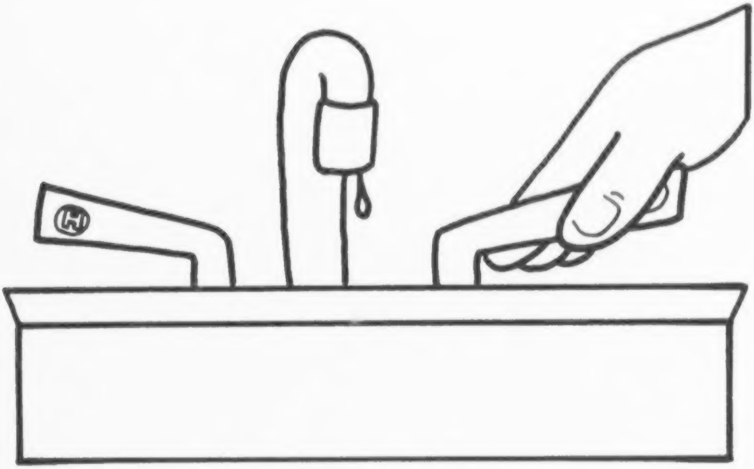
21. Wait until the floor is dry.

23. Carefully dump the dirty water into the sink or laundry tub.

20. Continue mopping, using steps 16 through 19 until the entire floor is clean.

22. When the floor is dry, carry the bucket and mop to the sink or laundry tub.

24



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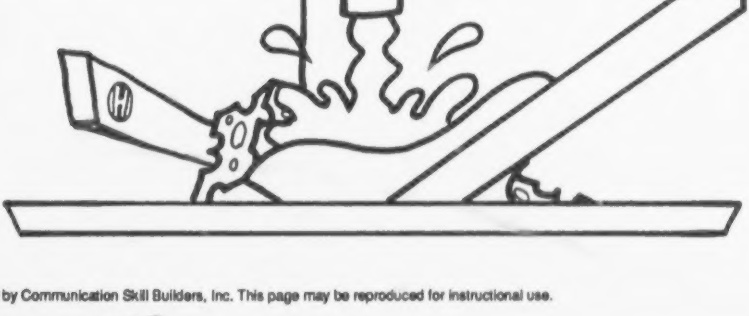

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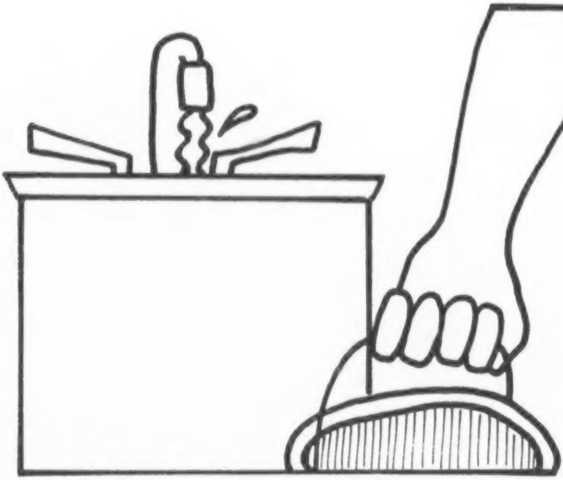

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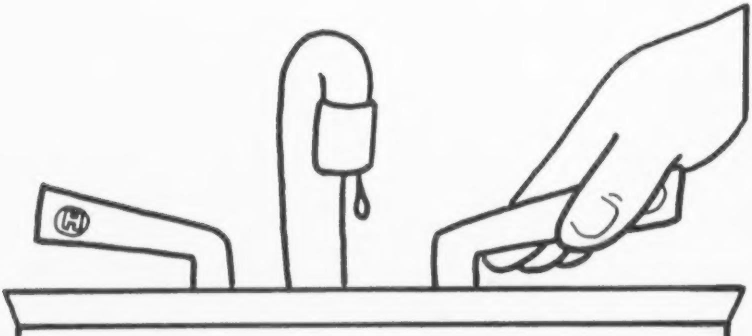


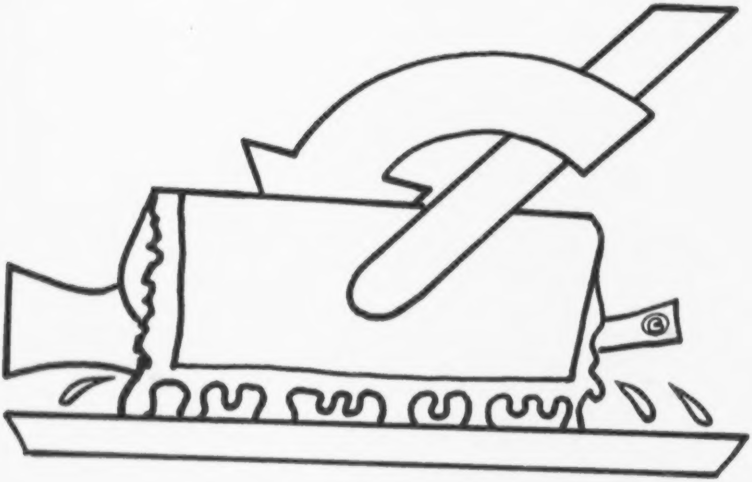
25. Lift the bucket out of the sink and place it on the floor.

27. Turn the water off.

24. Turn the water on and rinse the bucket with clean water.

26. Put the mop in the sink or under the faucet and rinse it with clean water.

28



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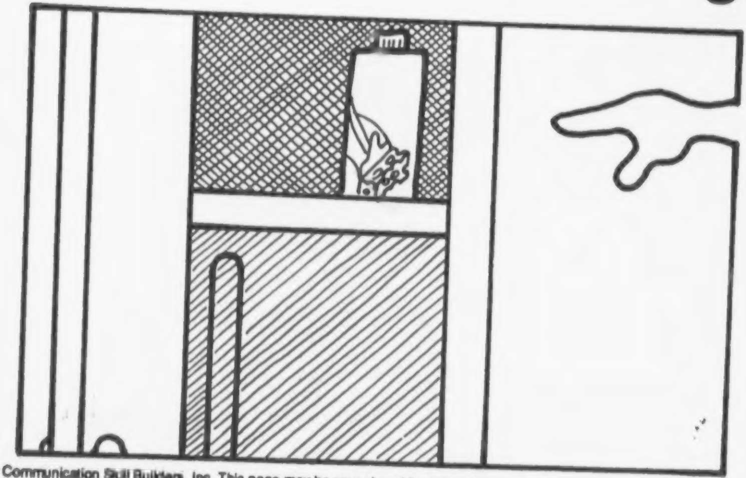

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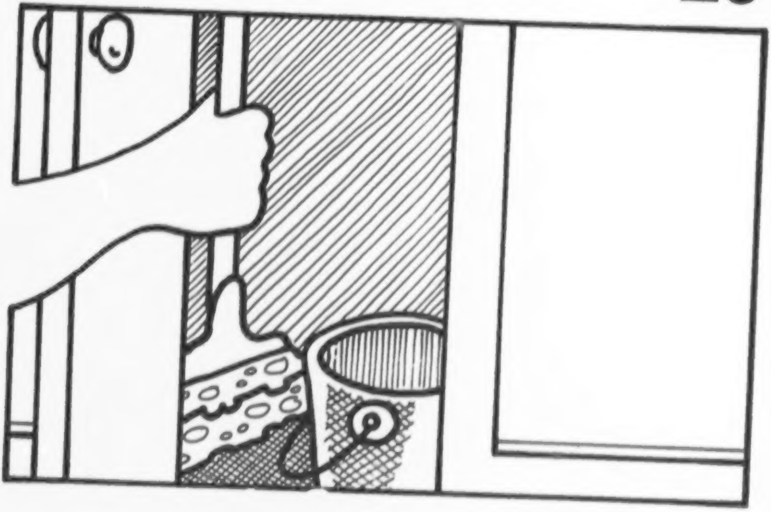
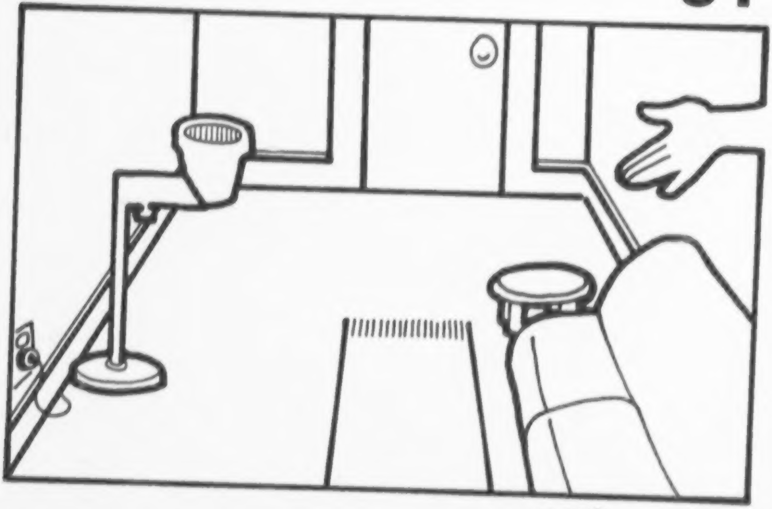


31



29. Put the bucket and mop in their usual storage places.

31. Return the furniture, scatter rugs, wastebaskets, or other objects to their usual places.

28. Use the lever or handle to squeeze the extra water out of the mop. Make sure the water goes into the sink or laundry tub.

30. Put the floor cleaner or detergent in its usual storage place.

Object Recognition

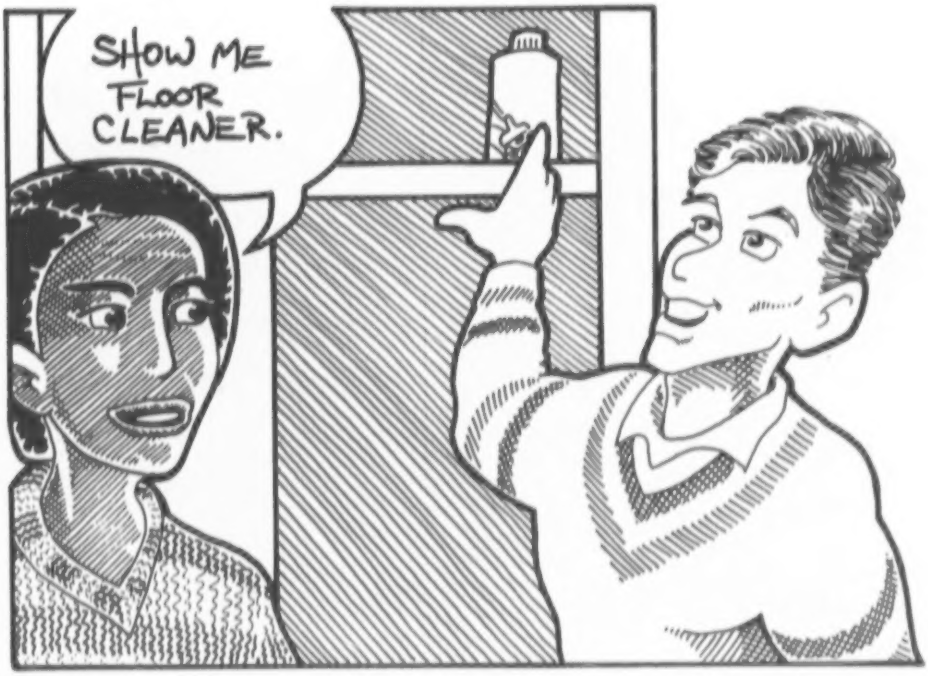
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects used in mopping the floor when given a choice of three objects and asked to "Show me (object)."

MATERIALS: Objects used in the task (See Vocabulary List, page 213)

ACTIVITIES:

1. Place three objects on the table. Ask the individual to "Show me (object)."
2. Once the individual recognizes those objects when given a choice, ask the individual to find the objects in their normal storage places.


SHOW ME FLOOR CLEANER.

Recognition of Objects Needed for a Routine Task

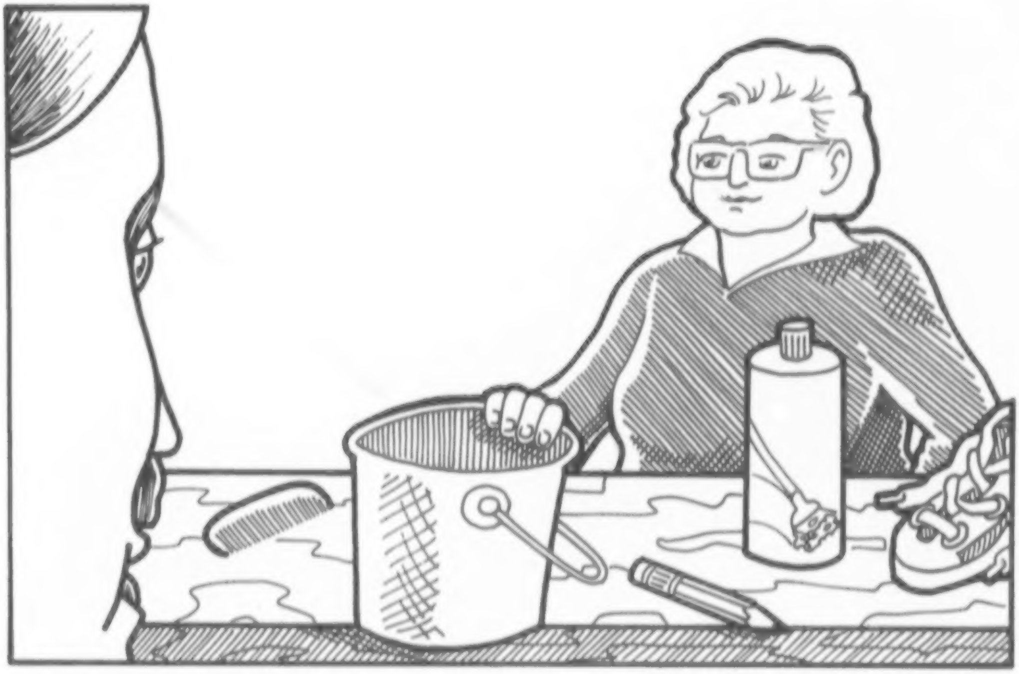
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize objects needed for the routine task of mopping the floor.

MATERIALS: Objects used for the task (See Vocabulary List, page 213)
Other objects that are unrelated to the task

ACTIVITIES:

1. Present the individual with a choice of items, some related to mopping the floor and others unrelated to the task. Direct the individual to "Find the ones we use to mop the floor."
2. Direct the individual to "Find the things needed to mop the floor." Have the individual find the items in their normal storage places.



Picture Search

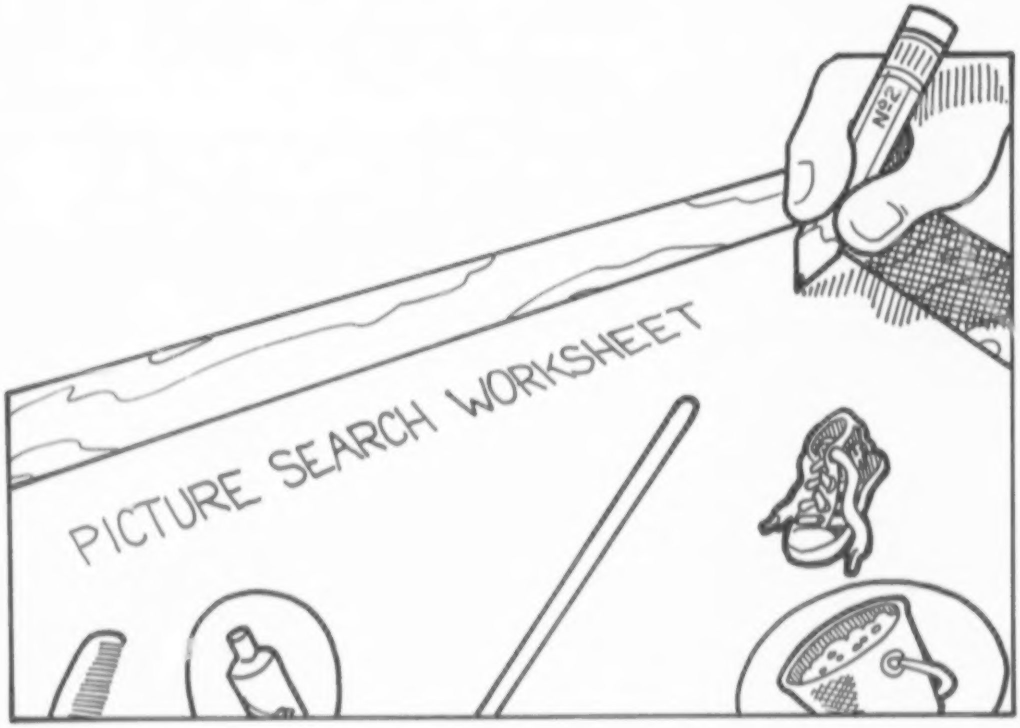
GOAL: To improve receptive language skills

OBJECTIVE: The individual will recognize pictures of objects used in mopping the floor, given the Picture Search Worksheet.

MATERIALS: Picture Search Worksheet

ACTIVITIES:

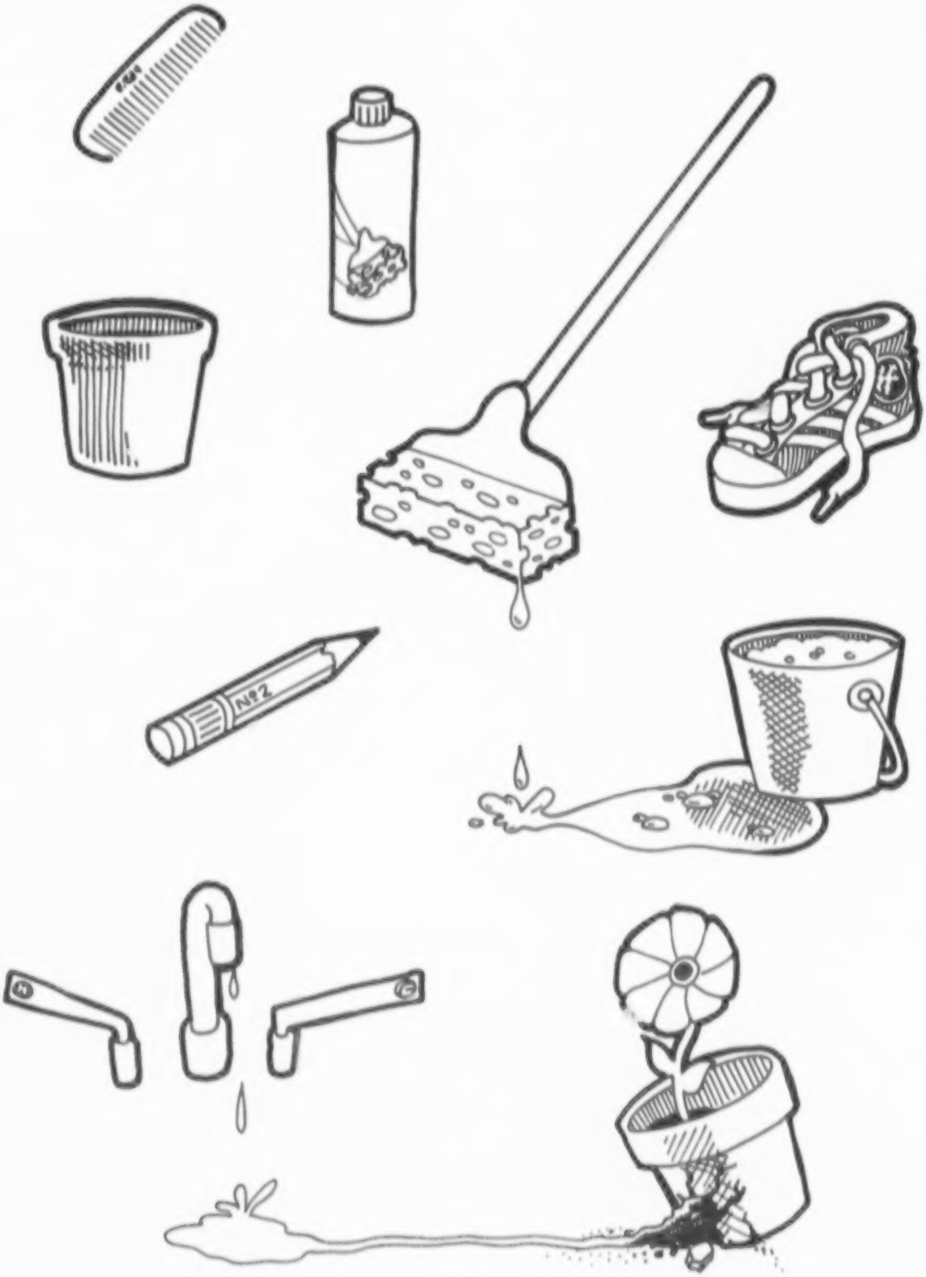
1. Present the Picture Search Worksheet. Then present a real object used in the task. Direct the individual to find and circle the picture of that object. Continue until all the objects are presented and the corresponding pictures are circled.
2. Present the Picture Search Worksheet. Direct the individual to find and circle the things used in mopping the floor. Do not use the real objects unless the individual needs help.



Mopping the Floor
Picture Search Worksheet

Name ____

Look at the pictures below. Find the things you use to mop the floor. Draw a circle around those pictures.



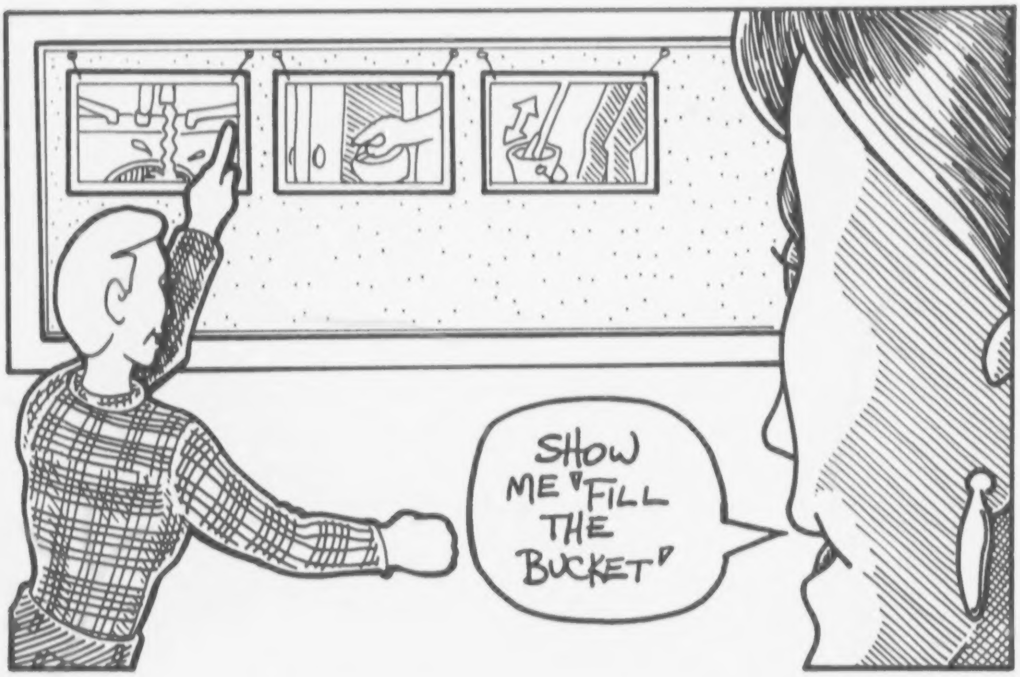
Recognition of Action Pictures

GOAL: To improve receptive language skills

OBJECTIVE: The individual will point to pictures of actions associated with mopping the floor, given pictures from the Flip Book and the directive "Show me (action)."

MATERIALS: Flip Book pictures

ACTIVITIES: Present the individual with a choice of three action pictures. Say, "Show me (action)."


SHOW ME "FILL THE BUCKET"

Follow Single-Step Directions

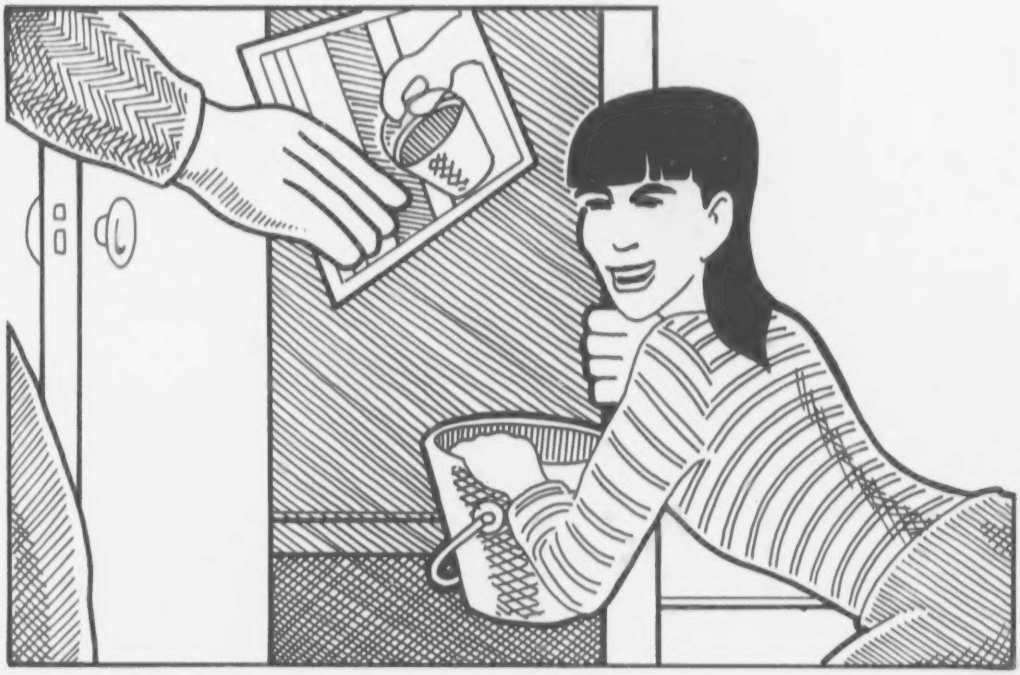
GOAL: To improve receptive language skills

OBJECTIVE: The individual will complete actions necessary for mopping the floor when given single-step directions.

MATERIALS: Flip Book pictures

Steps for Mopping the Floor (pages 214-215)

ACTIVITIES: Refer to Steps for Mopping the Floor. Present pictures from the Flip Book, one at a time. Read each step and allow the individual to complete that portion of the task before proceeding to the next step of the task.



Respond to Simple Questions

GOAL: To improve receptive language skills

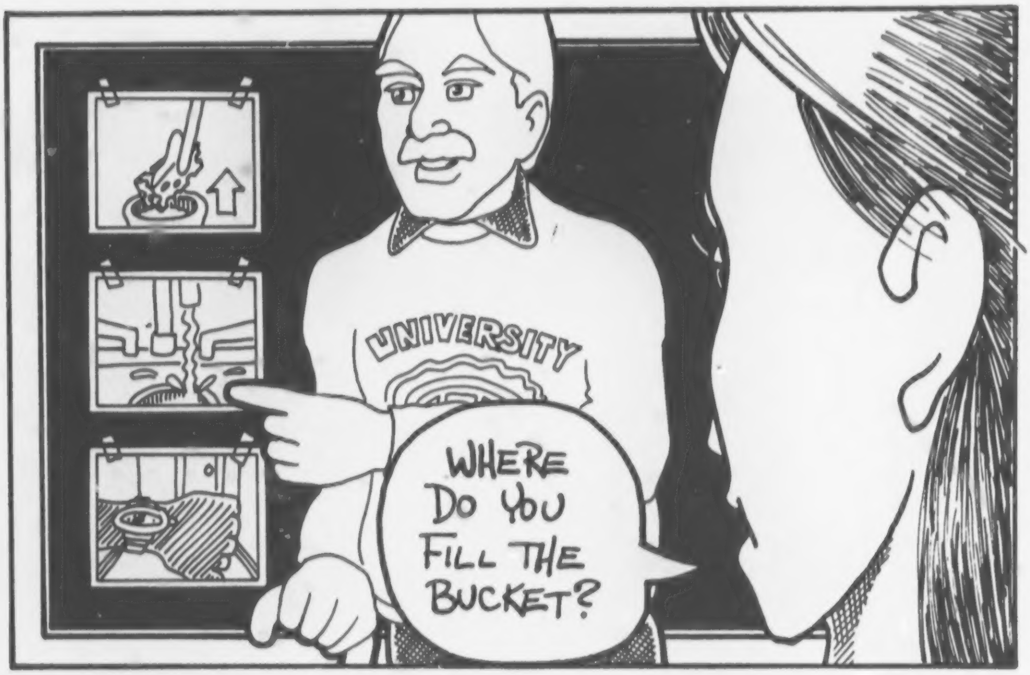
OBJECTIVE: The individual will respond to simple questions about the task of mopping the floor, given the choice of three pictures.

MATERIALS: Flip Book pictures

Simple Questions for Mopping the Floor

ACTIVITIES: Present a choice of three pictures from the Flip Book. As you ask questions from the Simple Questions for Mopping the Floor worksheet, have the individual point to the correct picture. Some questions do not lend themselves to the use of pictures for responses. In those cases, have the individual use gestures (pointing, miming).

Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and that are at an appropriate level.


UNIVERSITY
WHERE DO YOU FILL THE BUCKET?

Simple Questions for Mopping the Floor
Level 1

1. Which one is a bucket?
2. Which one is a sponge mop?
3. Which one is floor cleaner or detergent?
4. Which one is mopping the floor?
5. Which one is squeezing the extra water out of the mop?
6. What is the person getting?
   What is the person using?
7. What is the person doing?
8. What is the person mopping?
9. What do you use to mop the floor?
10. What do you use to squeeze the extra water out of the mop?

Level 2

11. Who is mopping the floor?
12. Where do you mop?
13. Where do you put the mop and bucket when you are finished mopping the floor?
14. Where do you keep the floor cleaner or detergent?
15. Where do you put the bucket to fill it?
16. Where do you dump the dirty water when you are finished mopping?
17. Where do you begin mopping?
18. Why do you mop the floor?
19. When do you mop the floor?
20. When do you replace the small objects and furniture and dump the dirty water into the sink?

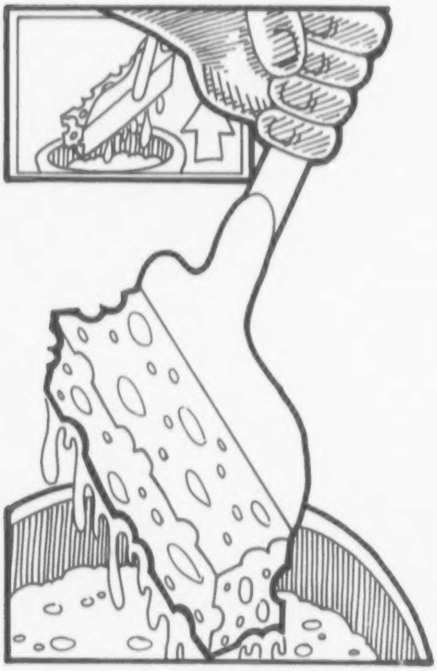
Follow Sequenced Picture Directions

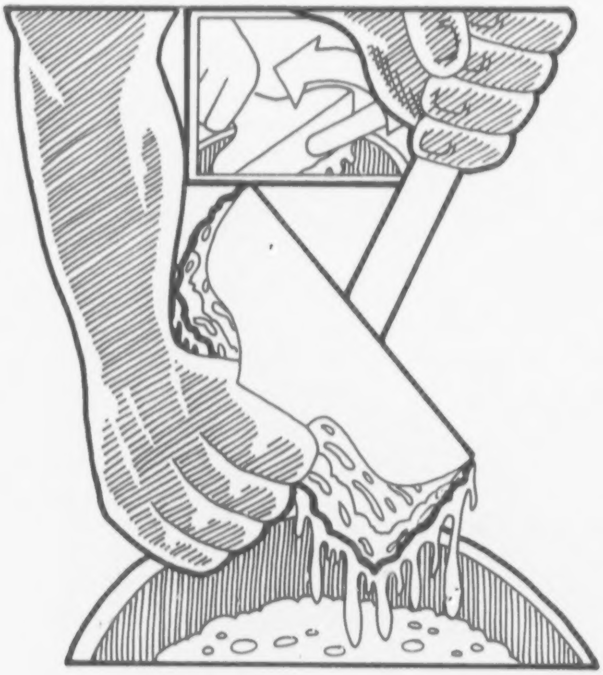
GOAL: To improve receptive language skills

OBJECTIVE: The individual will follow sequenced pictures to complete the task of mopping the floor, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present the Flip Book. Have the individual complete each action before turning the page and proceeding to the next step. The individual will work toward completing the task independently.





Picture Sequencing

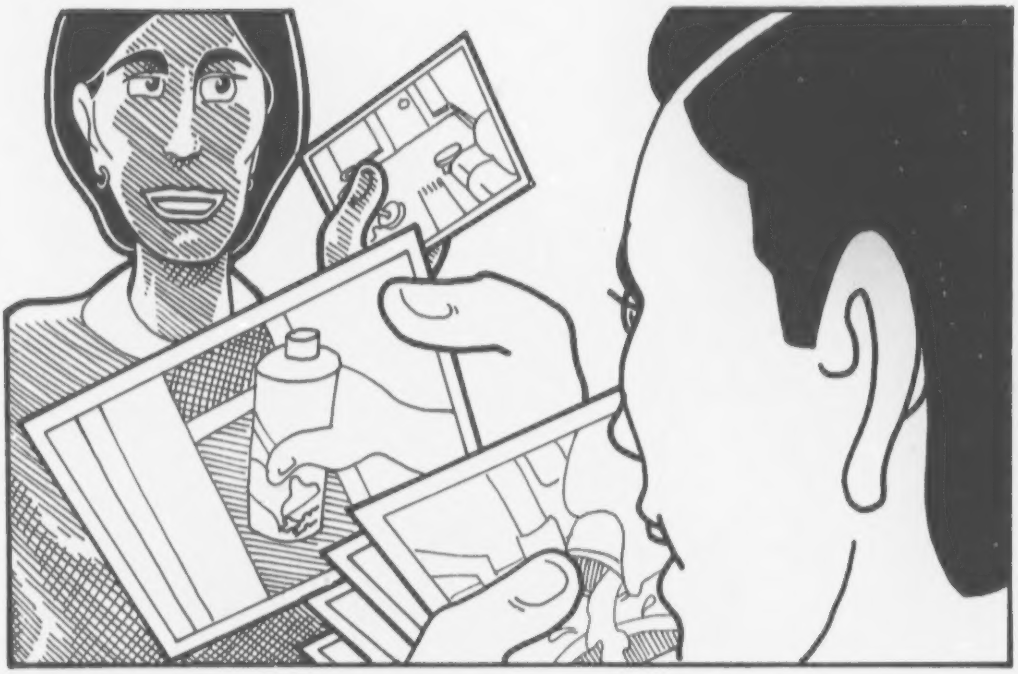
GOAL: To improve receptive language skills

OBJECTIVE: The individual will correctly sequence pictures for the task of mopping the floor, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES: Present pictures from the Flip Book. Direct the individual to put them in the correct order. Initially, the number of pictures presented at one time may need to be limited.

NOTE: Before presenting this activity, cover the numbers on the Flip Book pictures with masking tape or paper.



Word Search

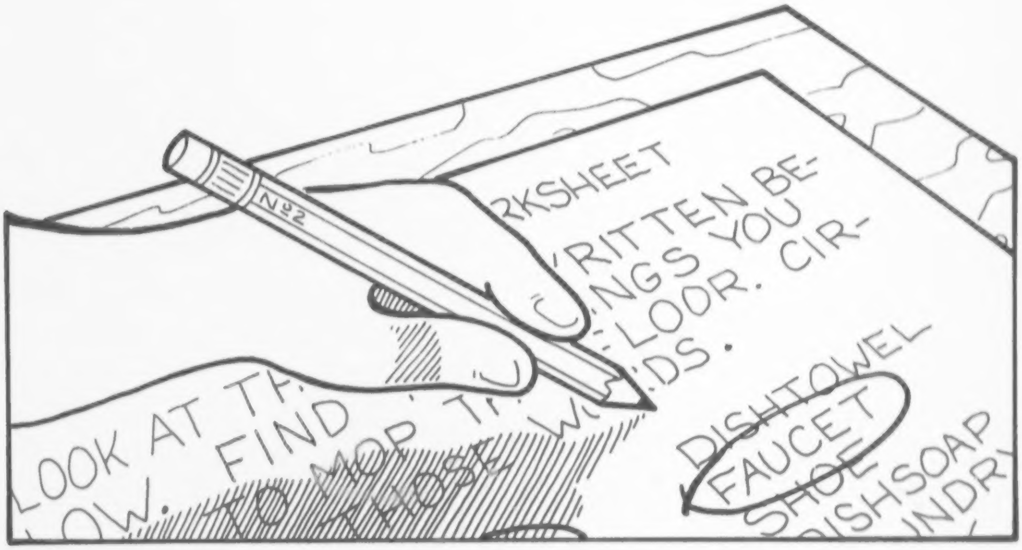
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize the words indicating items needed for the task of mopping the floor, given the Word Search Worksheet.

MATERIALS: Word Search Worksheet

ACTIVITIES:

1. Give the individual the Word Search Worksheet. Direct the individual to find and circle the things used in mopping the floor.
2. Have the individual copy those words on the lines at the bottom of the page.


No2
RKSHEET
RITTEN BE-
NGS YOU
LOOR. CIR-
DS.
LOOK AT TH
OW. FIND
TO MOP TH
THOSE W
DISHTOWEL
FAUCET
SHOE
DISHSOAP
NDRY

Mopping the Floor
Word Search Worksheet

Name ______________________________

1. Look at the words written below. Find the things you need to mop the floor. Circle those words.

bucket
cup
dish towel
comb
vacuum
spoon
faucet
water
sponge
dog

shoe
sponge mop
dishcloth
table
dish soap
toothbrush
counter
book
laundry tub
dry

mixer
wash
milk
floor cleaner
can opener
rinse
pencil
eraser
detergent
floor

2. Look at the words you have circled above. These are the things you need to mop the floor. Copy those words on the lines below.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Word Closure

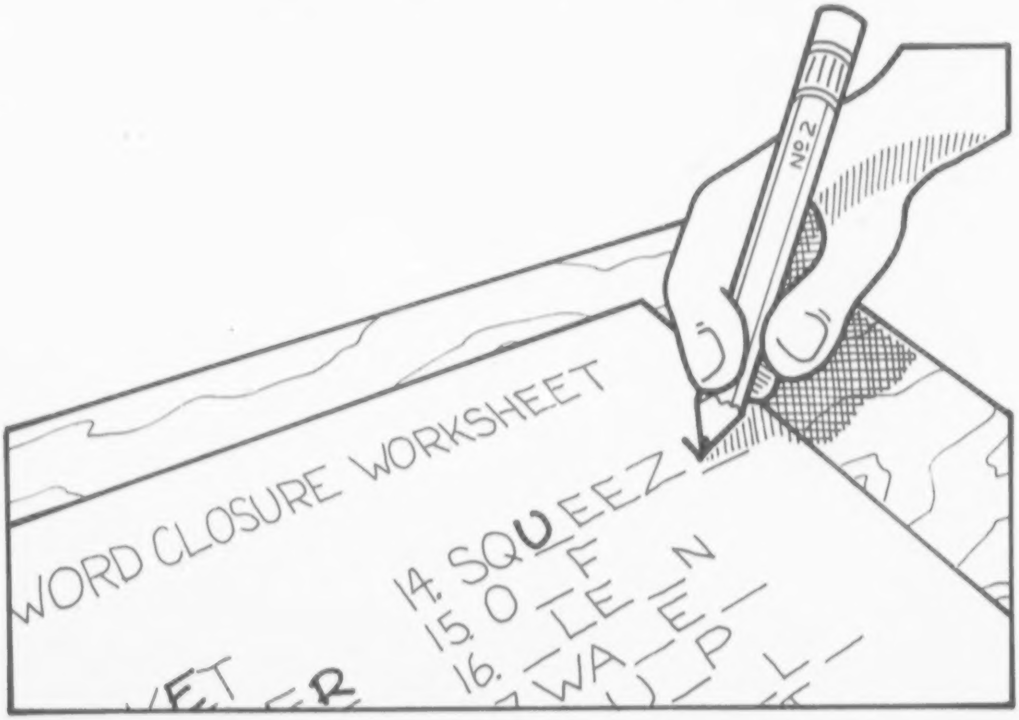
GOAL: To improve receptive language, word recognition, and word closure skills

OBJECTIVE: The individual will fill in the missing letters of the vocabulary words used in mopping the floor, given a Word Closure Worksheet.

MATERIALS: Word Closure Worksheet 1, 2, or 3

ACTIVITIES:

1. Present Word Closure Worksheet 1. Direct the individual to copy the words that are presented in the Vocabulary List at the bottom of the page. (The words are given in the same order at the bottom and top of the page.)
2. Once the individual can complete Worksheet 1, present Worksheet 2. Direct the individual to fill in the blank spaces with the correct letters, referring to the Vocabulary List at the bottom of the page. (The Vocabulary List appears in random order.)
3. Once the individual can complete Worksheet 2, present Worksheet 3. Have the individual work as independently as possible to fill in the missing letters. Direct the individual to refer to the Vocabulary List only when needed.



Mopping the Floor
Word Closure Worksheet 1

Name ______________________________

1. B __ C K __ T
2. __ L O __ R
   C __ E A __ E __
3. D __ T E R __ E __ T
4. D __ Y
5. __ E __ E R
6. C O __ N __ R
7. R __ N S __
8. S __ N K
9. __ I __ T
10. __ A U __ D __ Y T __ B
11. S __ O N __ E M __ P
12. W __ S T __ B __ S K __ T
13. __ A U __ E T
14. S Q __ E E Z __
15. O __ F
16. __ L E __ N
17. W A __ E __
18. __ U __ P
19. H A __ __ L __
20. W __ I T
21. __ U S __
22. R __ __ M
23. __ N
24. D I __ T __
25. A __ R __ S S

Vocabulary List

BUCKET
FLOOR CLEANER
DETERGENT
DRY
LEVER
CORNER
RINSE
SINK
LIFT

LAUNDRY TUB
SPONGE MOP
WASTEBASKET
FAUCET
SQUEEZE
OFF
CLEAN
WATER

DUMP
HANDLE
WAIT
PUSH
ROOM
ON
DIRTY
ACROSS

Mopping the Floor
Word Closure Worksheet 2

Name ______________________________

1. B __ C K __ T
2. __ L O __ R
   C __ E A __ E __
3. D __ T E R __ E __ T
4. D __ Y
5. __ E __ E R
6. C O __ N __ R
7. R __ N S __
8. S __ N K
9. __ I __ T
10. __ A U __ D __ Y T __ B
11. S __ O N __ E M __ P
12. W __ S T __ B __ S K __ T
13. __ A U __ E T
14. S Q __ E E Z __
15. O __ F
16. __ L E __ N
17. W A __ E __
18. __ U __ P
19. H A __ __ L __
20. W __ I T
21. __ U S __
22. R __ __ M
23. __ N
24. D I __ T __
25. A __ R __ S S

Vocabulary List

SINK
LIFT
ON
RINSE
FAUCET
CORNER
WAIT
BUCKET
FLOOR CLEANER
ROOM
LEVER
DETERGENT
DIRTY
SQUEEZE
WASTEBASKET
HANDLE
WATER
DUMP
SPONGE MOP
ACROSS
PUSH
OFF
LAUNDRY TUB
CLEAN
DRY

Mopping the Floor
Word Closure Worksheet 3

Name ______________________________

1. O __ F
2. D __ T E R __ E __ T
3. __ L E __ N
4. D __ Y
5. W A __ E __
6. __ E __ E R
7. __ L O __ R
   C __ E A __ E __
8. B __ C K __ T
9. __ U __ P
10. C O __ N __ R
11. H A __ __ L __
12. R __ N S __
13. W __ I T
14. S __ N K
15. __ U S __
16. __ I __ T
17. R __ __ M
18. __ A U __ D __ Y T __ B
19. __ N
20. S __ O N __ E M __ P
21. D I __ T __
22. W __ S T __ B __ S K __ T
23. A __ R __ S S
24. __ A U __ E T
25. S Q __ E E Z __

Vocabulary List

CLEAN
LEVER
SQUEEZE
ACROSS
DIRTY
DUMP
WASTEBASKET
HANDLE
PUSH

LAUNDRY TUB
FAUCET
OFF
DRY
RINSE
BUCKET
WATER
ROOM

SINK
SPONGE MOP
LIFT
ON
CORNER
WAIT
DETERGENT
FLOOR CLEANER

Word, Phrase, or Sentence Match

GOAL: To improve receptive language and reading skills

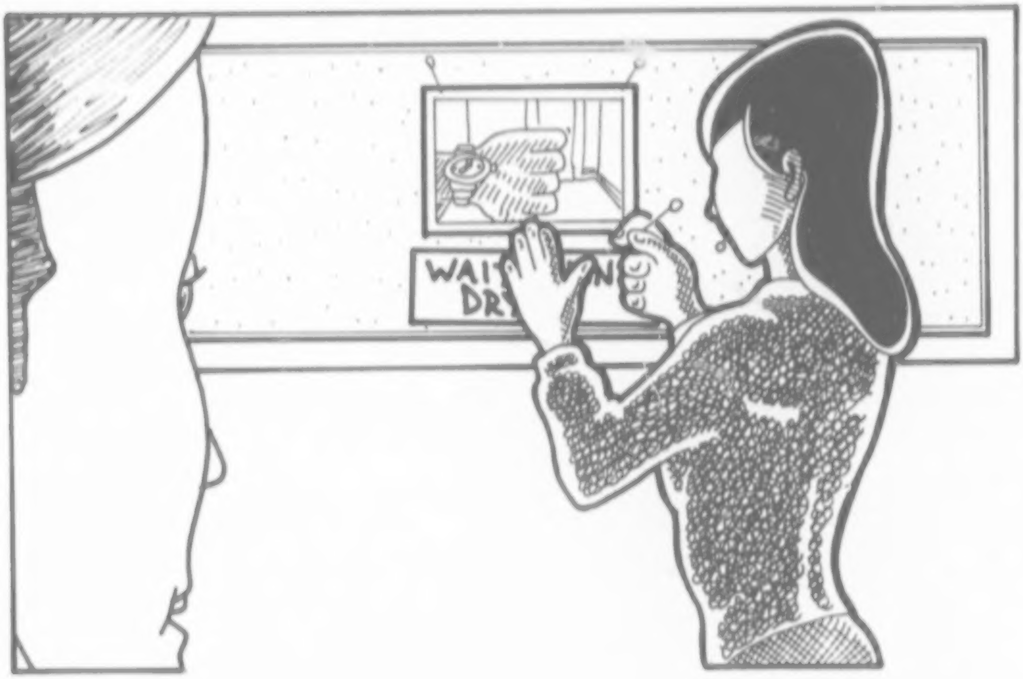
OBJECTIVE: The individual will match single words, phrases, or sentences to action pictures from the Flip Book.

Note: The words, phrases, or sentences may be written on the chalkboard; or you may write them on 3" x 5" index cards.

MATERIALS: Flip Book pictures

Matching word, phrase, or sentence cards (optional)

ACTIVITIES: Present pictures from the Flip Book. Then present a choice of three cards with words, phrases, or sentences. Have the individual read and then match the correct word, phrase, or sentence to the correlating picture.



Word Search Puzzles

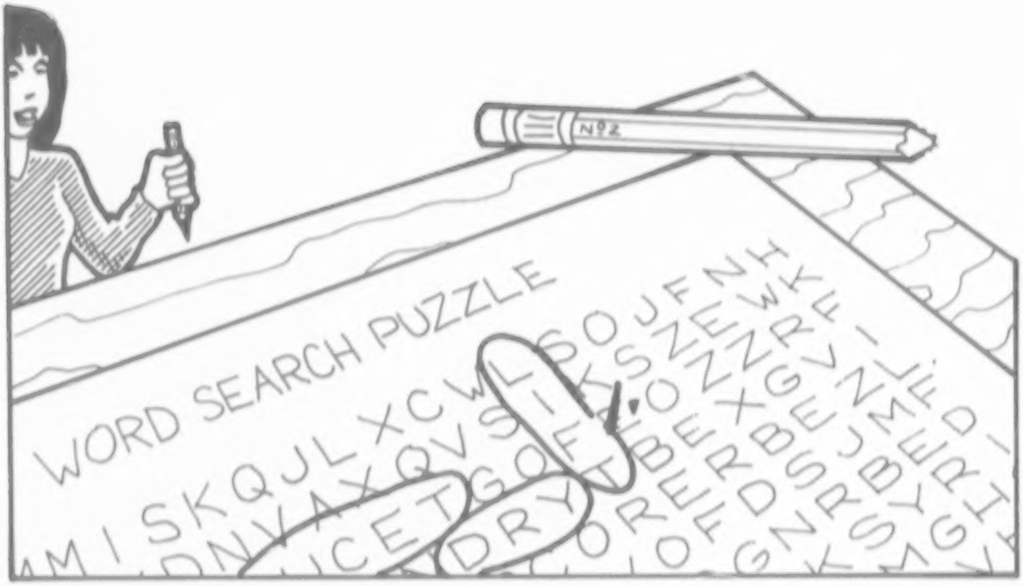
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will recognize and circle the words indicating items and actions associated with mopping the floor, given a Word Search Puzzle.

MATERIALS: Word Search Puzzle 1, 2, or 3

ACTIVITIES:

1. Present Word Search Puzzle 1. Have the individual find and circle the words that are associated with the task. The words are presented horizontally. Refer to the word list at the bottom of the page.
2. Present Word Search Puzzle 2. Have the individual find and circle the words that are associated with the task. The words are presented both horizontally and vertically. Refer to the word list at the bottom of the page.
3. Present Word Search Puzzle 3. Have the individual find and circle the words that are associated with the task. The words are presented horizontally, vertically, and diagonally. Refer to the word list at the bottom of the page.



Mopping the Floor
Answer Keys
Word Search Puzzle 1

```
F L O O R C L E A N E R . . . . . . . . .
D U M P . . . . . . . . . . . . . S I N K
. . . . . . . . . . R O O M . . . . . . .
. . S P O N G E M O P . . . . C O R N E R
P U S H . . . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
L A U N D R Y T U B . . . . . A C R O S S
D E T E R G E N T C L E A N . . . . . . .
. L E V E R . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . . . . . . .
. . . . . . . . D I R T Y . . . . . . . .
. . . . . . . . . . W A S T E B A S K E T
. . . . O F F . . . . . . . . . . . . . .
. . S Q U E E Z E L I F T . . . . . . . .
. . . . . . . F A U C E T . . . . . . . .
. . B U C K E T H A N D L E . D R Y . . .
. W A I T O N . . . . . . . . . . . . . .
R I N S E . . . . . . . . . . . . . . . .
. . . . . . . . . . . W A T E R . . . . .
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Word Search Puzzle 2

```
. . . . . . . . . . . . . . L . . . . .
. . . . . . . . . . . . . S I N K . . .
. . . . B . . F . . . . . . F . . . . .
P U S H U . . L A U N D R Y T U B . . .
. . . A C . C O R N E R . . . . . . . .
. . . N K . . O . . . . . . . . . . . .
. . . D E T E R G E N T . D . . L . . .
. . . L T . . C . . . . R I N S E . . .
. . . E . . . L O F F . . R . . V . . D
. . . W A S T E B A S K E T . . E . . U
. . . A C P . A . U Q . . Y . . R O O M
C . . I R O O N . C U . . . . . . . . P
L . . T O N . E . E E . . . . . . . . .
E . . . S G D R Y T E . . . . . . . . .
A . . . S E . . . . Z . . . . . . . . .
N . . . . M . W A T E R . . . . . . . .
. . . . . O . . . . . . . . . . . . . .
. . . . . P . . . . . . . . . . . . . .
```

Word Search Puzzle 3

```
. . . . D . . . . . . R O O M . S . . .
. . . . L E V E R . . . I F . W Q B . .
. . . . . . T H A N D L E N F A U C E T
. . . . . . . E C . . . . . S T E . . .
. . . . . . . . R . . . . . Y E E . . .
. . . . . . . . O G . . . R . R Z . . .
. . . . . . . . S C E . D . C L E A N .
. . . . . . . . S P O N G E M O P . . .
. . . . . . . P M W U R T . . . . . . .
. . . . . . . U U A A . N . . . . . . .
. . . . . . D B L S . I . E D . . . . .
. . . T . . . U . T H . T . R . . . . .
. . F L O O R C L E A N E R Y . . . . .
. I . . . N . K . B . . . . . . . . . .
L . . . . . . E . A . . . . . . . . . .
. . . . . . . T . S I N K . . . . . . .
. . . . . . . . . K . . . . . . . . . .
. . . . . . . . . E . . . . . . . . . .
. . . . . . D I R T Y . . . . . . . . .
```

Mopping the Floor
Word Search Puzzle 1

Name ____________________

F L O O R C L E A N E R N Q C U U R Y U Q
D U M P D R V L Q R C H J M H J I S I N K
C G S O L L S G S K R O O M F J Y I H W J
E Z S P O N G E M O P S D X W C O R N E R
P U S H D S X A E Q U I C U D H I J G K F
R T N X E W Y L S U R X V I C W W N Q F I
L A U N D R Y T U B T S F I P A C R O S S
D E T E R G E N T C L E A N Q J Y L A B N
S L E V E R E V I P T O S B E P T L I I G
B Y U J B E B Q H L S S E Q F W J A A B I
P T O Y C C I U D I R T Y F V H C Q U I M
L M M C L J J K C Q W A S T E B A S K E T
B F C C O F F S J W B P Q S G I N D Q J B
O R S Q U E E Z E L I F T G V A G E T N W
L K I S V U O F A U C E T I A Y W P I N N
H J B U C K E T H A N D L E Q D R Y D B E
G W A I T O N P T P R J Q F Z I P L I P N
R I N S E N F J P D U K Y P E V E W W F N
Z J F O X M A A C H Z W A T E R W N B L G

Can you find these words?

FLOOR CLEANER
SPONGE MOP
ACROSS
CORNER
WATER
LEVER
WAIT
SINK
ON

WASTEBASKET
DETERGENT
HANDLE
BUCKET
CLEAN
ROOM
DUMP
OFF

LAUNDRY TUB
SQUEEZE
FAUCET
DIRTY
RINSE
PUSH
LIFT
DRY

Mopping the Floor
Word Search Puzzle 2

Name ______________________________

R O Q S C X S J W Y Z C H Y L D U J Q J
X U G B U H K Z T A W Q Z S I N K V A D
H B N L B D Z F I K M W G B F B O V S B
P U S H U R I L A U N D R Y T U B Y X S
C H S A C F C O R N E R Z X E M P V T O
Z J K N K X M O K L D F F Z L A I V P L
F C I D E T E R G E N T Q D N V L A P E
G A T L T B C C X Z R Q R I N S E U W J
N B E E F R V L O F F J F R J Y V B E D
D I V W A S T E B A S K E T J N E A A U
X Y C A C P D A E U Q H J Y V V R O O M
C A G I R O O N G C U Y X Y Z S O B D P
L X A T O N N E W E E U Z Y W A O X H Q
E K H V S G D R Y T E X X Q R L S H Q S
A U C Z S E W R Q G Z C W D G Y S W W K
N L K E P M R W A T E R C B Q F J O J Y
L O G I L O D J A C U S G B Y S H Q E Q
A Q R R E P C H N P I D C V B R F R J Y

Can you find these words?

FLOOR CLEANER
SPONGE MOP
ACROSS
CORNER
WATER
LEVER
WAIT
SINK
ON

WASTEBASKET
DETERGENT
HANDLE
BUCKET
CLEAN
ROOM
DUMP
OFF

LAUNDRY TUB
SQUEEZE
FAUCET
DIRTY
RINSE
PUSH
LIFT
DRY

Mopping the Floor
Word Search Puzzle 3

Name ________________________________

F H Q T D P M B N H X R O O M E S F O K
K I D E L E V E R O R R I F D W Q B H W
L L A T M W T H A N D L E N F A U C E T
Y I Y Q M M N E C B A H I X S T E B R F
F V D M I Z G R R C A R A N Y E E R S S
D E Z T R P Q V O G A C Q R V R Z Z E O
P X G P J J J Y S C E C D A C L E A N Q
O B H W M U X R S P O N G E M O P A J F
P S H U N Z P P M W U R T A P F L M P J
K Z D M B J F U U A A I N N R B F R Z K
Q T K N H Q D B L S X I R E D D B O J C
W R H T N W D U K T H V T K R R X W O H
X X F L O O R C L E A N E R Y D T H G N
V I W P Q N B K N B E Y T N H O W K O L
L D J C C J L E C A A H J A B K L C B G
U R P I P E F T W S I N K Q U R E N W T
R D J T E M T T O K Z K V G J R P D D M
D D V M I W W R D E Q U V V N Z H W I L
D M V Y M J D I R T Y H C W B U L Z S U

Can you find these words?

FLOOR CLEANER
SPONGE MOP
ACROSS
CORNER
WATER
LEVER
WAIT
SINK
ON

WASTEBASKET
DETERGENT
HANDLE
BUCKET
CLEAN
ROOM
DUMP
OFF

LAUNDRY TUB
SQUEEZE
FAUCET
DIRTY
RINSE
PUSH
LIFT
DRY

Crossword Puzzles

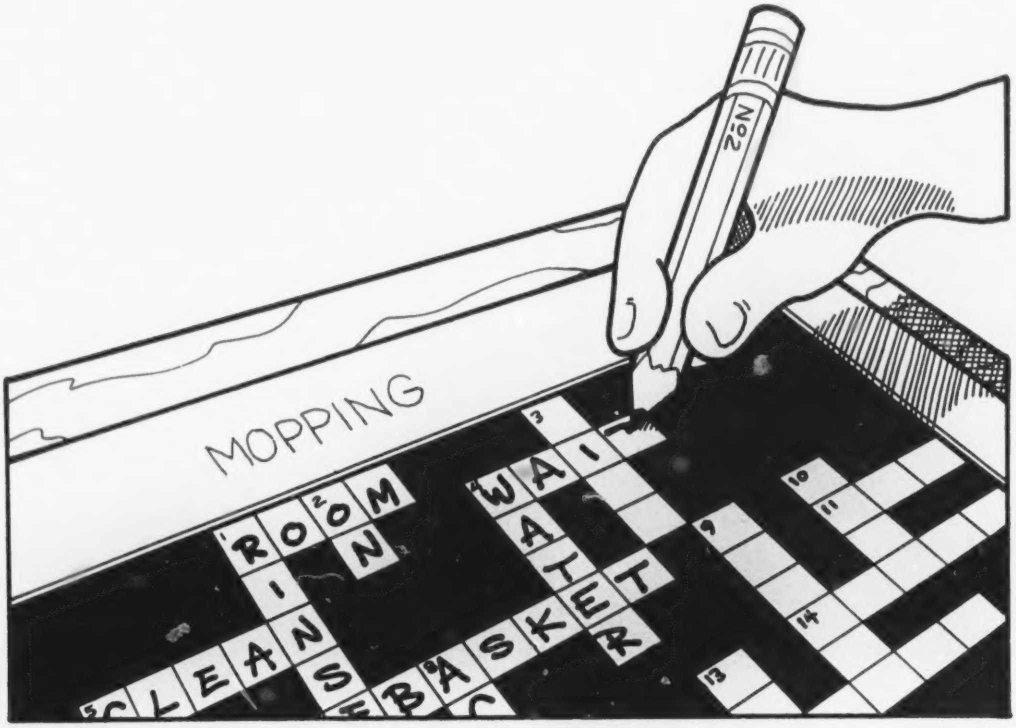
GOAL: To improve receptive language and reading skills

OBJECTIVE: The individual will complete a Crossword Puzzle by filling in the appropriate words used in mopping the floor.

MATERIALS: Crossword Puzzle 1, 2, or 3

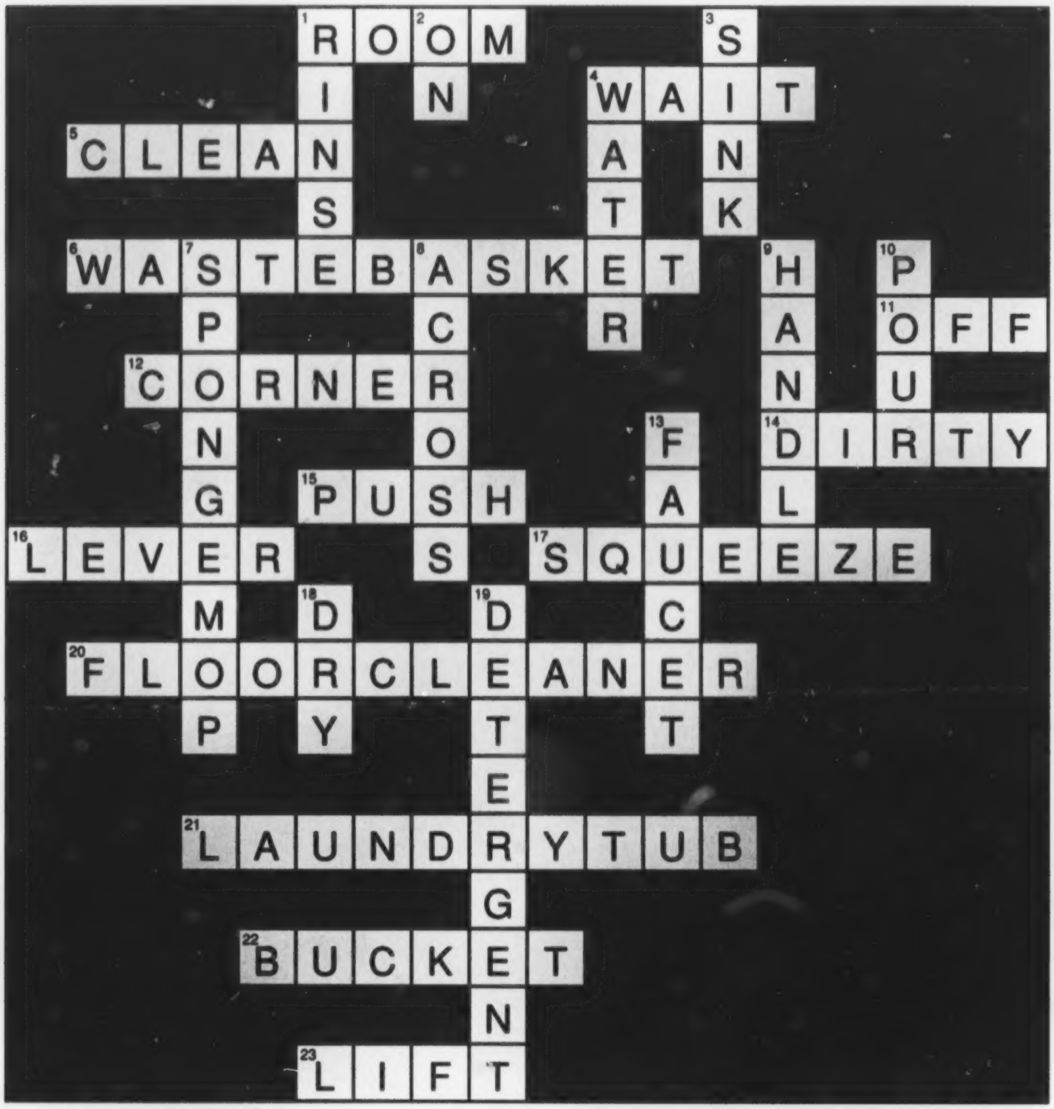
ACTIVITIES:

1. Present Crossword Puzzle 1. Have the individual copy the correct words in the appropriate boxes.
2. Present Crossword Puzzle 2. Direct the individual to read the clues and then copy the correct words in the appropriate boxes.
3. Present Crossword Puzzle 3. Direct the individual to read the clues, select the correct words, and write the words in the appropriate boxes.



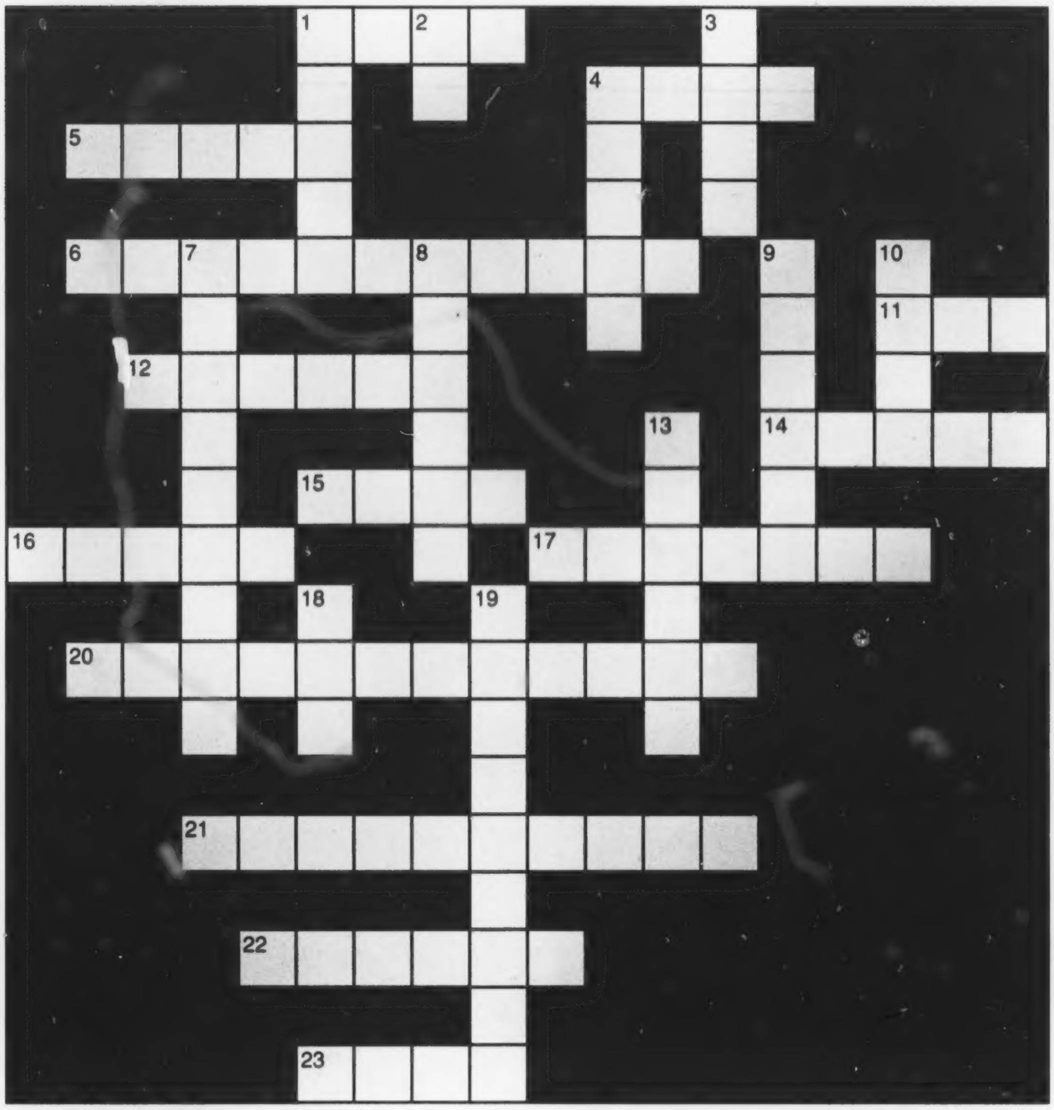
Mopping the Floor
Answer Key
Crossword Puzzles 1, 2, and 3

Note: Although the answer key is the same for all three puzzles, each requires the individual to perform a different receptive language task.


1 ROOM
2 ON
3 SINK
4 WAIT
4 WATER
5 CLEAN
1 RINSE
6 WASTEBASKET
7 SPONGEMOP
8 ACROSS
9 HANDLE
10 POUR
11 OFF
12 CORNER
13 FAUCET
14 DIRTY
15 PUSH
16 LEVER
17 SQUEEZE
18 DRY
19 DETERGENT
20 FLOORCLEANER
21 LAUNDRYTUB
22 BUCKET
23 LIFT

Mopping the Floor
Crossword Puzzles 1, 2, and 3

Name ____



Mopping the Floor
Crossword Puzzle 1

Name ______________________________

Across Clues

1. ROOM
4. WAIT
5. CLEAN
6. WASTEBASKET
11. OFF
12. CORNER
14. DIRTY
15. PUSH
16. LEVER
17. SQUEEZE
20. FLOORCLEANER (2 words)
21. LAUNDRYTUB (2 words)
22. BUCKET
23. LIFT

Down Clues

1. RINSE
2. ON
3. SINK
4. WATER
7. SPONGEMOP (2 words)
8. ACROSS
9. HANDLE
10. POUR
13. FAUCET
18. DRY
19. DETERGENT

Word List

ACROSS
BUCKET
CLEAN
CORNER
DETERGENT
DIRTY
DRY
FAUCET
FLOOR CLEANER
HANDLE
LAUNDRY TUB
LEVER
LIFT
OFF
ON
POUR
PUSH
RINSE
ROOM
SINK
SPONGE MOP
SQUEEZE
WAIT
WASTEBASKET
WATER

Mopping the Floor
Crossword Puzzle 2

Name ______________________________

Across Clues

1. ROOM—place with four walls
4. WAIT—to put off for a while
5. CLEAN—the opposite of dirty
6. WASTEBASKET—a place to throw trash
11. OFF—the opposite of on
12. CORNER—a place where two walls meet
14. DIRTY—the opposite of clean
15. PUSH—the opposite of pull
16. LEVER—a bar used to push down on something
17. SQUEEZE—to press or wring
20. FLOOR CLEANER—detergent used to clean floors
21. LAUNDRY TUB—a large sink in the laundry room
22. BUCKET—container used to hold water
23. LIFT—to raise

Down Clues

1. RINSE—to remove soap by washing with clear water
2. ON—the opposite of off
3. SINK—a place to pour water into
4. WATER—clear liquid
7. SPONGE MOP—used with water for cleaning the floor
8. ACROSS—a side-to-side motion
9. HANDLE—the part of a mop you hold
10. POUR—to dump water
13. FAUCET—water comes through a __________
18. DRY—the opposite of wet
19. DETERGENT—special soap used for cleaning

Word List

ACROSS
BUCKET
CLEAN
CORNER
DETERGENT
DIRTY
DRY
FAUCET
FLOOR CLEANER

HANDLE
LAUNDRY TUB
LEVER
LIFT
OFF
ON
POUR
PUSH

RINSE
ROOM
SINK
SPONGE MOP
SQUEEZE
WAIT
WASTEBASKET
WATER

Mopping the Floor
Crossword Puzzle 3

Name ______________________________

Across Clues

1. place with four walls
4. to put off for a while
5. the opposite of dirty
6. a place to throw trash
11. the opposite of on
12. a place where two walls meet
14. the opposite of clean
15. the opposite of pull
16. a bar used to push down on something
17. to press or wring
20. detergent used to clean floors (2 words)
21. a large sink in the laundry room (2 words)
22. container used to hold water
23. to raise

Down Clues

1. to remove soap by washing with clear water
2. the opposite of off
3. a place to pour water into
4. clear liquid
7. used with water for cleaning the floor (2 words)
8. a side-to-side motion
9. the part of a mop you hold
10. to dump water
13. water comes through a __________
18. the opposite of wet
19. special soap used for cleaning

Word List

ACROSS
BUCKET
CLEAN
CORNER
DETERGENT
DIRTY
DRY
FAUCET
FLOOR CLEANER
HANDLE
LAUNDRY TUB
LEVER
LIFT
OFF
ON
POUR
PUSH
RINSE
ROOM
SINK
SPONGE MOP
SQUEEZE
WAIT
WASTEBASKET
WATER

Shopping and Understanding Money

GOAL: To improve receptive language skills and recognition of coins and their values

OBJECTIVE: The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet

Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet. Introduce a limited choice of objects and have the individual select items corresponding to the shopping list. Help the individual to count the correct amount of money to pay for the items. Use the Coin Value Worksheets when needed.
2. Set up a simulated store with items needed for the task. Mark each object with the price that corresponds to the amount on the Shopping List Worksheet. Help the individual to "shop" and count the correct amount of money to buy the items. The Coin Value Worksheets may be used when necessary.

No2
SHOPPING LIST WORKSHEET
BUCKET
PONGE MOP
ER

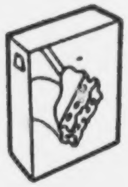
Mopping the Floor
Shopping List Worksheet

Name ____

Bucket ____________ ¢

Sponge Mop ____________ ¢

Floor Cleaner ____________ ¢



Detergent ____________ ¢

Total ____________ ¢

Label Objects or Pictures

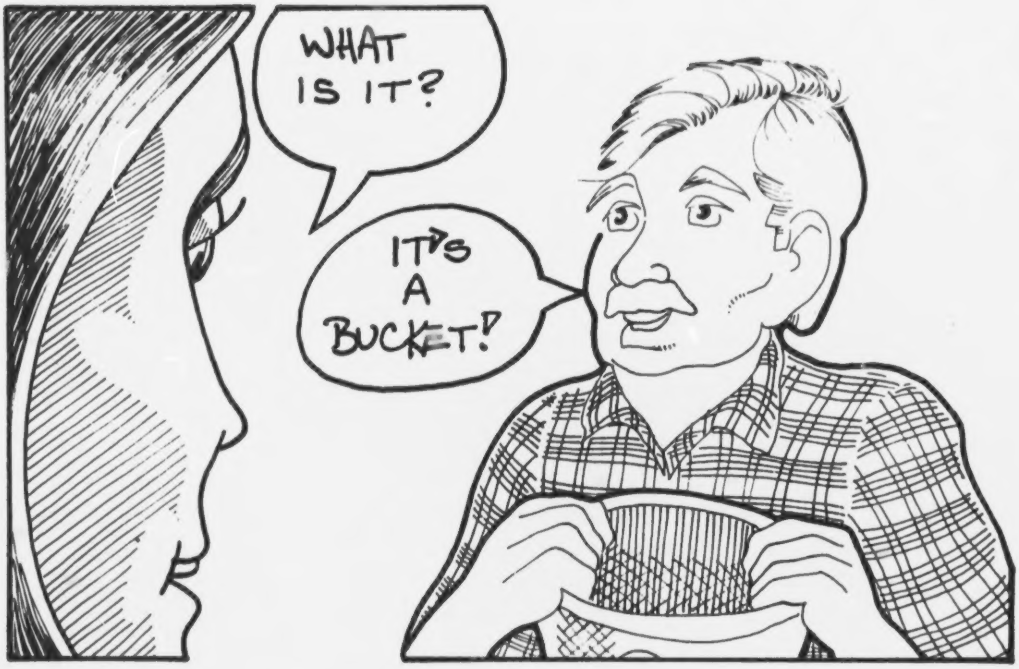
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label objects or pictures of objects used in mopping the floor.

MATERIALS: Objects used in the task or pictures of objects used in the task (Pictures can be taken from Vocabulary List for Mopping the Floor, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES:

1. Present objects used in mopping the floor. Ask, "What is it?" Help the individual to name the object, using an expressive communication system.
2. Present pictures of objects used in mopping the floor. Ask, "What is this?" Help the individual to label the objects, using an expressive communication system.


WHAT IS IT?
IT'S A BUCKET!

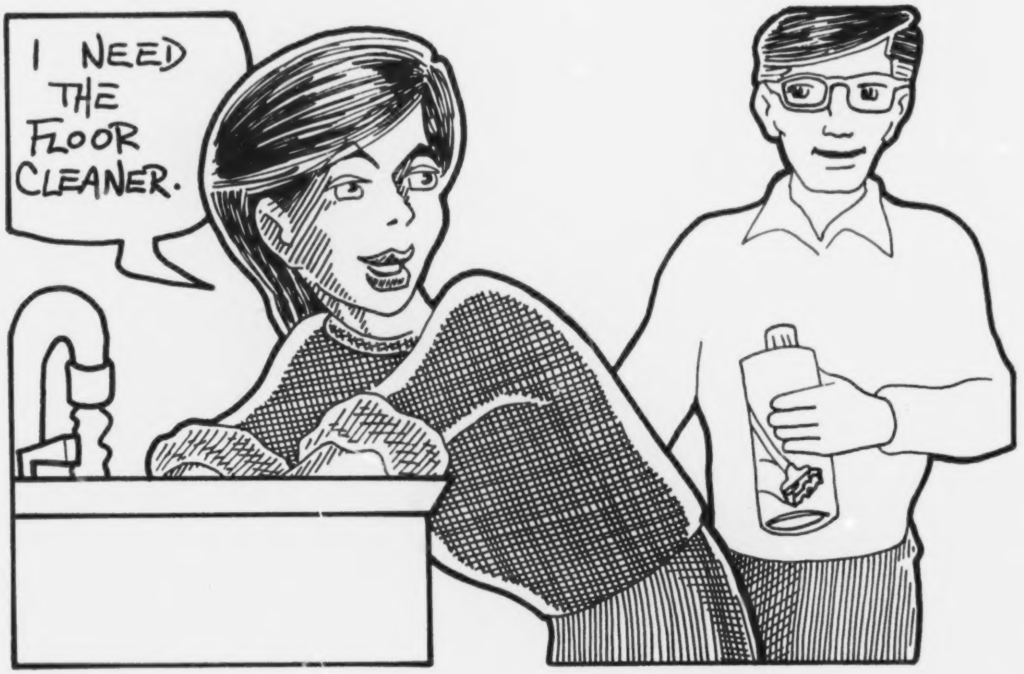
Request Objects Needed for a Routine Task

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request objects needed to complete the routine task of mopping the floor.

MATERIALS: (Optional) Pictures of objects needed for the task (Pictures can be taken from Vocabulary List for Mopping the Floor, Picture Search Worksheet, or Shopping List Worksheet)

ACTIVITIES: Direct the individual to mop the floor. Create a need for the individual to request items used during the task (for example, by moving needed objects from their usual storage places). Help the individual to request the items, using an expressive communication system. Picture cues may be necessary at first.


I NEED THE FLOOR CLEANER.

Label or Request Actions

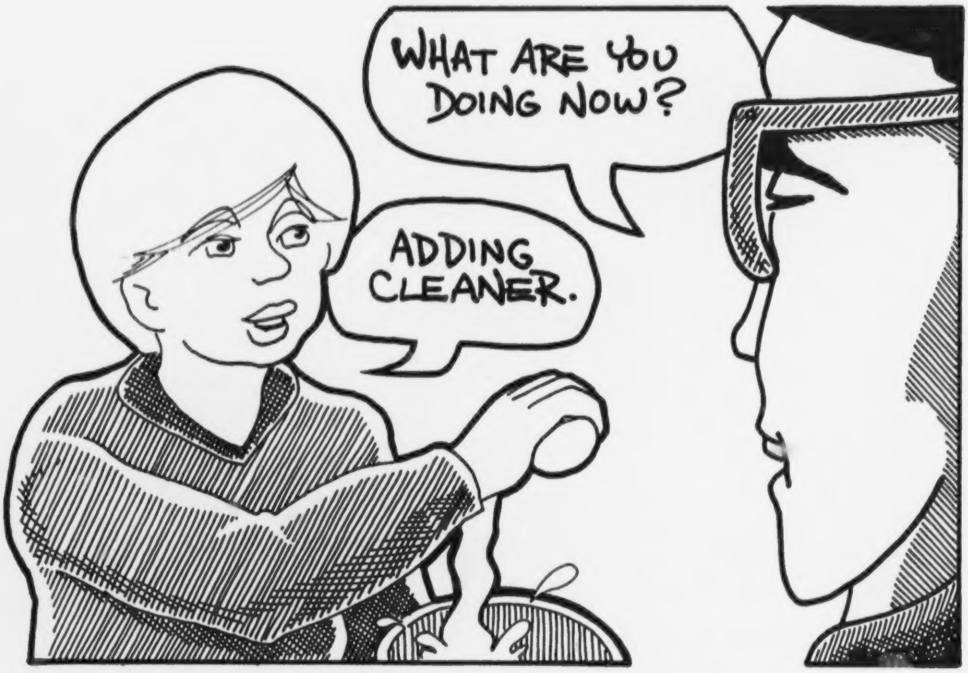
GOAL: To improve expressive language skills

OBJECTIVE: The individual will label or request actions or pictured actions associated with mopping the floor, given pictures from the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. Present action pictures from the Flip Book. Ask, "What is the person doing?" Help the individual to label the action, using an expressive communication system.
2. As the individual carries out each action depicted in the Flip Book, ask, "What are you doing now?" Help the individual to express the action, using an expressive communication system.


WHAT ARE YOU DOING NOW?
ADDING CLEANER.

Express Action Steps, Using a Word, Phrase, or Sentence

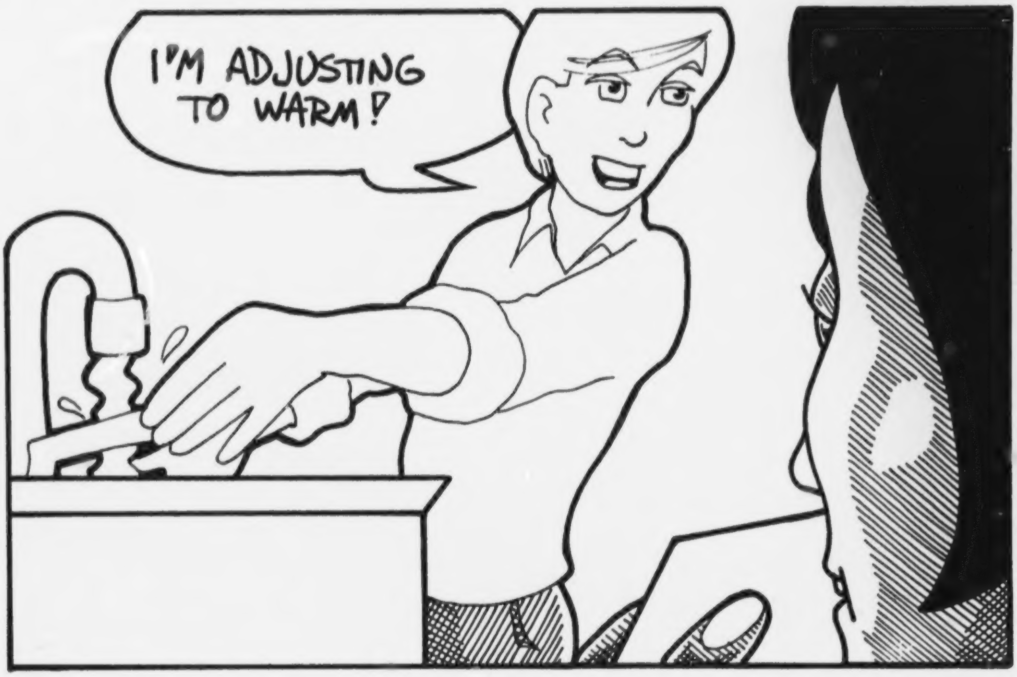
GOAL: To improve expressive language skills

OBJECTIVE: The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.

MATERIALS: Flip Book pictures

ACTIVITIES:

1. One by one, present pictures from the Flip Book. Ask, "What's happening in this picture?" Have the individual describe each picture, using the highest possible level of expressive communication (single word, phrase, or sentence). Photos of the individual carrying out the task can be used instead of the Flip Book.
2. Have the individual describe the action while carrying out each step of the activity, using the Flip Book. Help the individual to use the highest possible level of expression (single word, phrase, or sentence).


I'M ADJUSTING TO WARM!

Answer Simple Questions

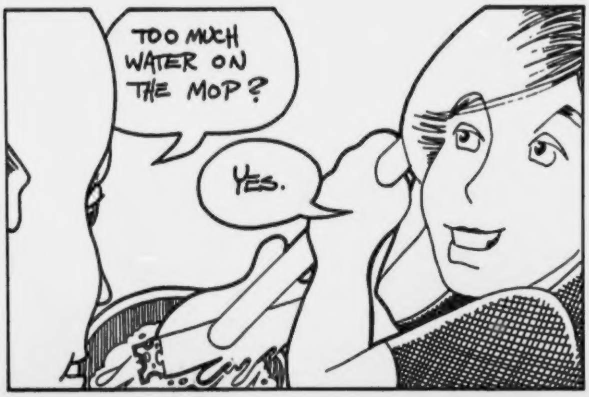
GOAL: To improve expressive language skills

OBJECTIVE: The individual will answer simple questions about the task of mopping the floor.

MATERIALS: Simple Questions for Mopping the Floor (page 240)
Flip Book pictures
Multiple Choice Questions
Yes/No Questions

ACTIVITIES:

1. Present pictures from the Flip Book. Ask simple questions, such as those on the Simple Questions for Mopping the Floor list. Level 1 questions are the easiest. Level 2 questions are more difficult, requiring an understanding of complex concepts and a higher level of reasoning. Use those questions that are most relevant to the individual and are at an appropriate level. Help the individual to respond to the questions, using the highest possible level of expressive communication.
2. Ask relevant questions while the individual is carrying out various steps of the task. If needed, refer to the Simple Questions for Mopping the Floor list. Help the individual to respond, using the highest possible level of expressive communication.
3. Present the Multiple Choice Questions worksheet. Have the individual read the questions and respond by circling the correct answer. (You may read the questions if the individual has difficulty with this task.)
4. Present the Yes/No Questions worksheet. Have the individual read the questions and respond by circling the correct response or by using an expressive communication system. (You may read the questions if the individual has difficulty with this task.)


TOO MUCH WATER ON THE MOP?
YES.

Mopping the Floor
Multiple Choice Questions

Name ______________________________

1. What do you put water into when you are getting ready to mop the floor?
   a. Dishpan
   b. Bucket
   c. Bathtub

2. What kind of cleaner do you use to mop the floor?
   a. Floor wax
   b. Dishwasher detergent
   c. Floor cleaner or detergent

3. What do you use to mop the floor?
   a. Broom
   b. Sponge mop
   c. Dust mop

4. What do you get water from when getting ready to mop the floor?
   a. Sink or faucet
   b. Drinking fountain
   c. Fire hydrant

5. What do you do with the extra water in the mop?
   a. Use the lever or handle to squeeze it out
   b. Use the floor to squeeze it out
   c. Use the faucet to add more water

6. What do you do with small pieces of furniture, scatter rugs, wastebaskets, and other objects when getting ready to mop?
   a. Move them to a corner
   b. Replace them
   c. Remove them from the dirty floor area

7. Where do you begin to mop?
   a. In the middle of the room
   b. In the corner of the room
   c. On the stairs

8. What motion do you use when mopping?
   a. To and from your body while mopping across the floor
   b. Side-to-side sweeping motion
   c. Circular motion

9. Where do you dump the dirty water when you are finished mopping?
   a. Into the washing machine
   b. Into the sink or laundry tub
   c. Into the house plants

10. What do you do once the entire floor is clean?
    a. Walk across the wet floor to replace the mop, bucket, and cleaner
    b. Turn the oven on to dry the floor
    c. Wait until the floor is dry, dump the dirty water, clean the mop and bucket, and return all objects to their usual places

Mopping the Floor
Yes/No Questions

Name ______________________________

1. Do you use a dust mop to mop the floor?
   YES NO
2. Do you walk on the floor when it is wet?
   YES NO
3. Do you use floor cleaner or detergent when mopping the floor?
   YES NO
4. Do you fill the bucket to the top?
   YES NO
5. Do you remove small pieces of furniture, scatter rugs, wastebaskets, and other movable objects from the dirty floor area before beginning to mop?
   YES NO
6. Do you use the lever or handle to squeeze the extra water out of the mop?
   YES NO
7. Do you start to mop in the corner of a room?
   YES NO
8. Do you squeeze the extra water from the mop onto the floor?
   YES NO
9. Do you let the water in the sink run while mopping?
   YES NO
10. Do you rinse the mop and bucket out with clean water before returning them to their usual storage places?
    YES NO

Request Objects, Using a Sentence

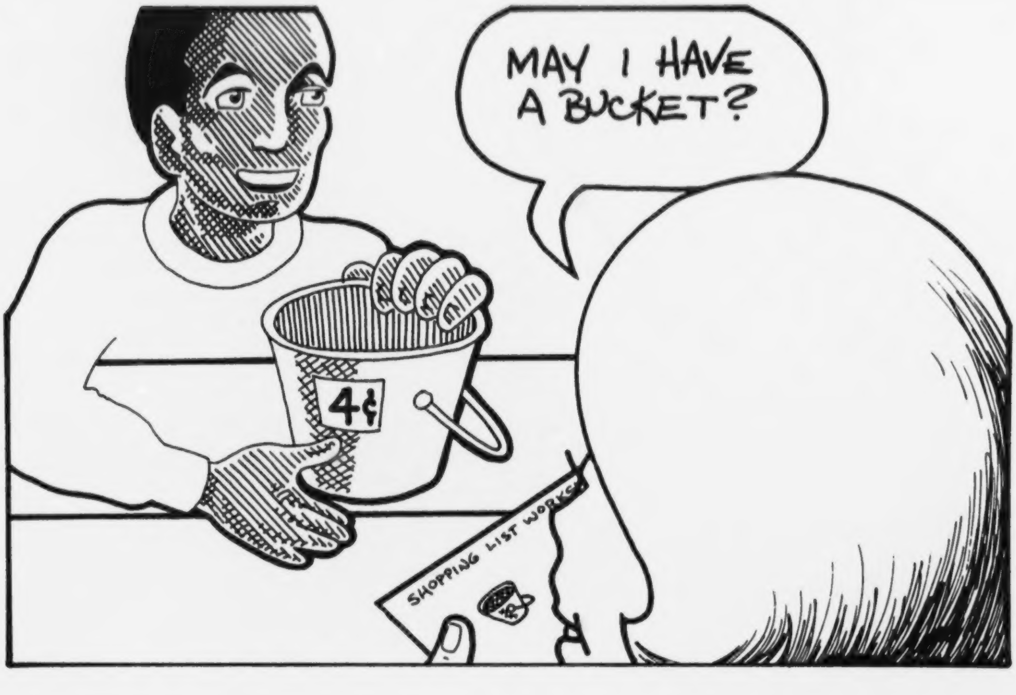
GOAL: To improve expressive language skills

OBJECTIVE: The individual will request items needed for mopping the floor, using the request "I want (object)" or "May/Can I have (object)?"

MATERIALS: Objects used in the task (See Vocabulary List, page 213)
Shopping List Worksheet (page 263)
Flip Book pictures

ACTIVITIES:

1. Have the individual request needed items while carrying out the task, using the sentences "I want (object)" or "May/Can I have (object)?"
2. Set up a simulated store with items needed for the task. Present the Shopping List Worksheet. Have the individual shop for and request the items, using a question form.



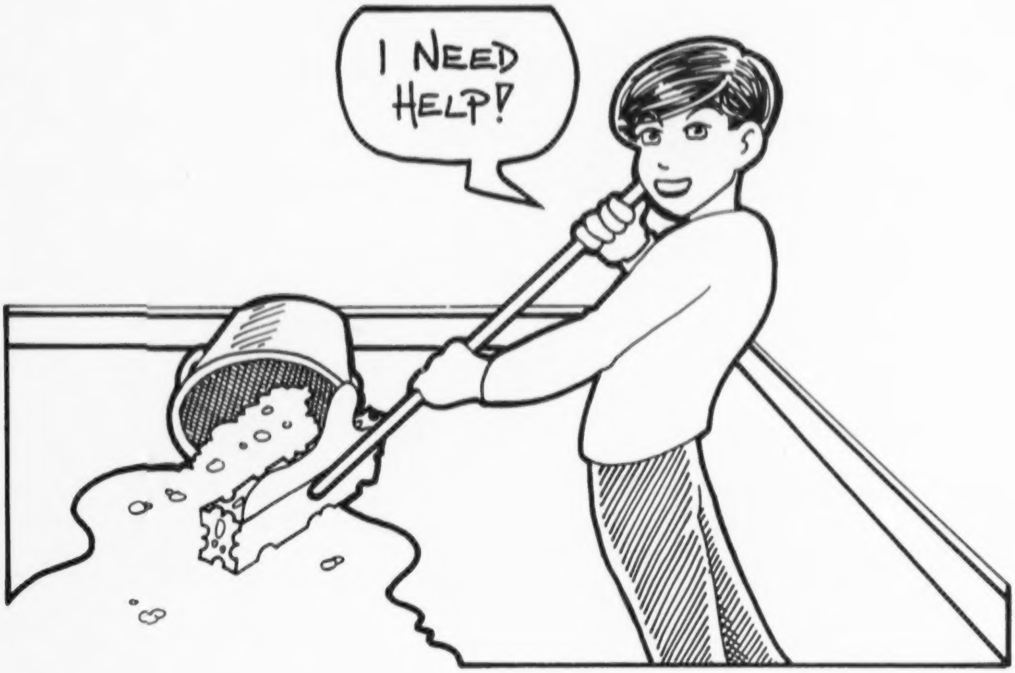
Request Help

GOAL: To improve expressive language skills

OBJECTIVE: The individual will request help when assistance is needed.

MATERIALS: Flip Book pictures

ACTIVITIES: Assist the individual in requesting help when it is needed while mopping the floor. Cues such as "Can you do that by yourself or do you need help?" may be necessary at first. It is important that the individual work as independently as possible, asking for help only when needed.



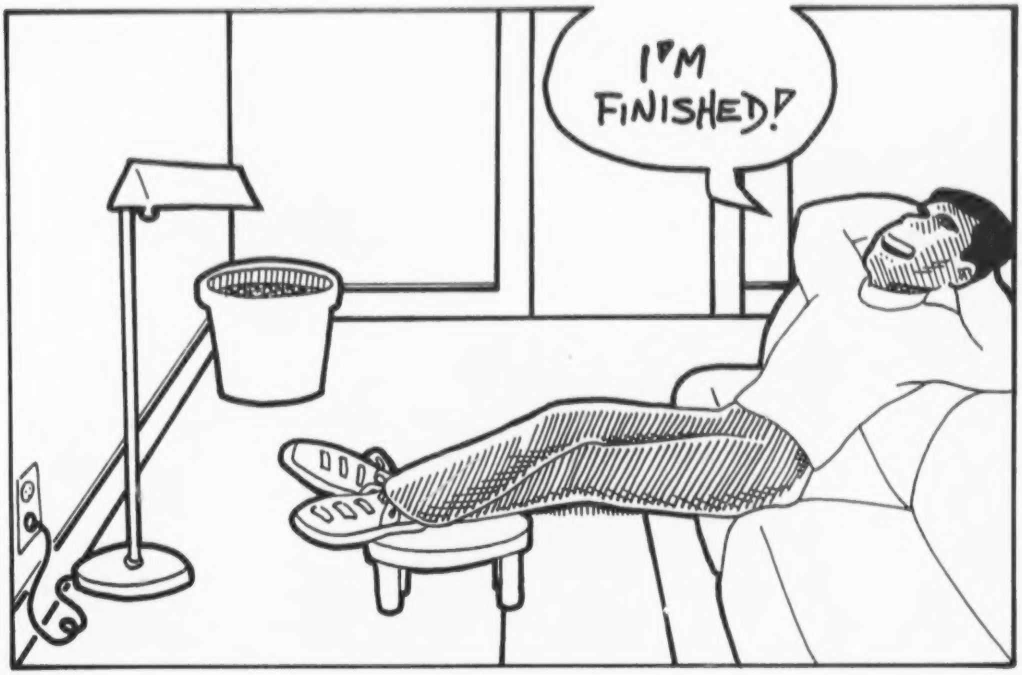
Indicate Completion

GOAL: To improve expressive language skills

OBJECTIVE: The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."

MATERIALS: Flip Book pictures

ACTIVITIES: When an assigned portion or the entire task has been completed, assist the individual to express "I'm finished" or "Done."


I'M FINISHED!

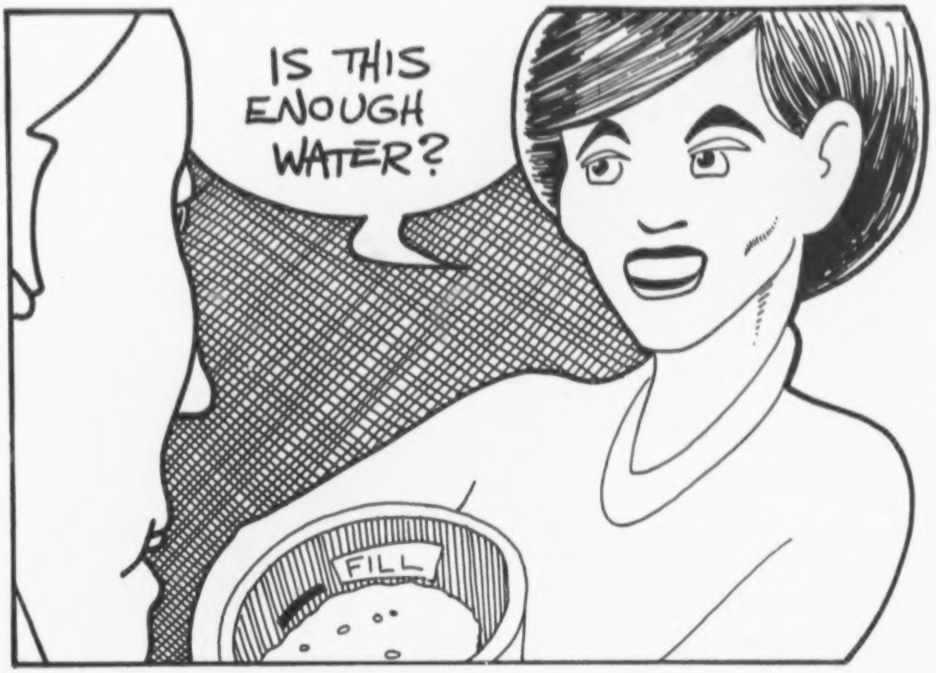
Request Information

GOAL: To improve expressive language skills

OBJECTIVE: The individual will ask for information about the task of mopping the floor.

MATERIALS: Objects used in the task (See Vocabulary List, page 213)
Flip Book pictures

ACTIVITIES:
1. Remove objects needed for the task from their usual storage places. Help the individual to use "where" questions to ask for their location.
2. Assist the individual in asking for relevant information while carrying out the task.



Express Varied Sentence Structures and Pragmatic Functions

GOAL: To improve expressive language skills

OBJECTIVE: The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).

MATERIALS: Flip Book pictures

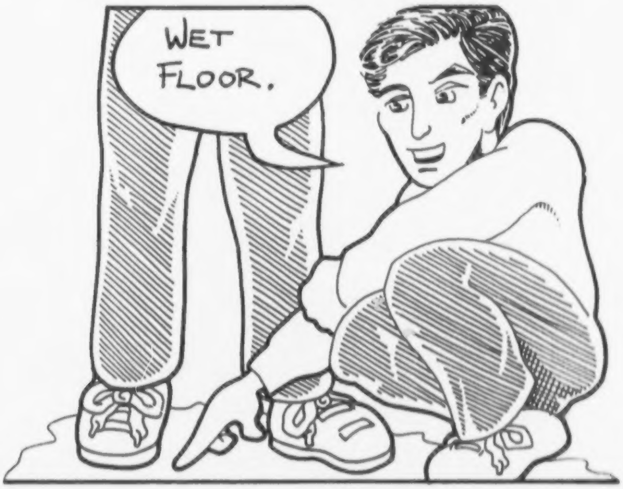
Objects used in the task (See Vocabulary List, page 213)

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. Engage the individual in conversation about mopping the floor. Help the individual to use a variety of sentence structures, such as "I am going to mop the floor" (agent + action + object) or "Wet floor!" (attribute + object), for a variety of communicative purposes (for example, making comments, requesting information, designating location, indicating an attribute).
2. Set up a simulated store. Engage the individual in conversation about items needed for the task of mopping the floor. Help the individual to label the objects, request items needed, request information or help when necessary, describe activities involved in the task, and count appropriate amounts of money for items purchased. Encourage the individual to use good sentence structure and composition while conversing, remain on topic, take frequent and appropriate turns at listening and conversing, and repair breakdowns or misunderstandings that might occur while talking.



Express and Read an Experience Story

GOAL: To improve expressive language and reading skills

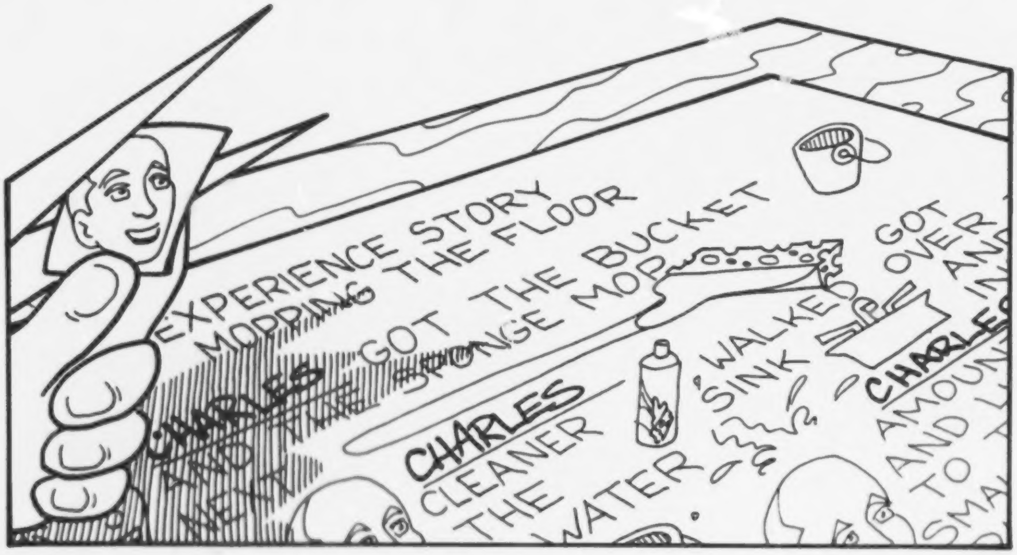
OBJECTIVE: The individual will read the pictures or words in an experience story.

MATERIALS: Experience Story

Experience Story Faces (pages 295-298)

ACTIVITIES:
1. Select a face from the Experience Story Faces that best represents the individual. Print the individual's name in the spaces within the experience story. Glue copies of the faces next to the individual's name. Assist the individual in reading either the pictures or the words of the experience story.
2. Instruct the individual to write his or her name in the appropriate spaces within the experience story. If the pronouns "he" and "she" are understood, help the individual to use them appropriately within the story. Direct the individual to read the story. Provide assistance only when needed.

NOTE: You may want to copy and reduce Flip Book or Word Search Puzzle pictures and integrate them into the Experience Story.


EXPERIENCE STORY
MOPPING THE FLOOR
CHARLES GOT THE BUCKET
AND THE SPONGE MOP
CHARLES GOT
CLEANER
THE WATER
WALKED OVER
SINK
CHARLES
AMOUN
AND
TO
SMA

Mopping the Floor
Experience Story

☐ moved all the small pieces of furniture and movable objects from the dirty floor.

☐ got the bucket and the sponge mop.

Next, ☐ got the cleaner, took it to the sink, and ran warm water into the bucket.

☐ poured the correct amount of cleaner into the bucket and lifted it out of the sink to the floor.

Next, ☐ mopped the dirty floor until it was clean.

When the entire floor was clean and dry, ☐ carefully carried the bucket and mop to the sink and poured the dirty water down the drain.

☐ rinsed the bucket and mop with clean water. Then, ☐ squeezed the extra water out of the mop.

Next ☐ put the bucket, mop, and cleaner back in their usual storage places.

To complete this chore, ☐ returned all small pieces of furniture and movable objects to their usual places on the floor.

The floor had such a clean and shining glow!

Name Coins and Express Value of Money

GOAL: To improve expressive language skills

OBJECTIVE: The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.

MATERIALS: Shopping List Worksheet (page 263)

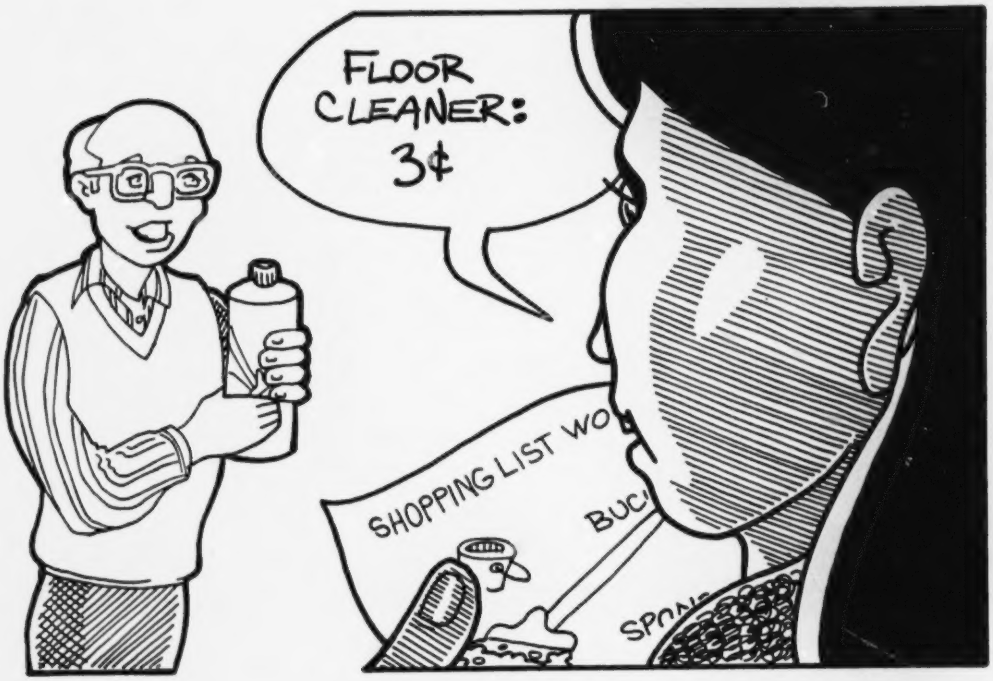
Real objects to match those on the shopping list

Money

Coin Value Worksheets (pages 287-294)

ACTIVITIES:

1. On the Shopping List Worksheet, fill in an amount for each item appropriate to the individual's level of functioning. Present the worksheet and real objects. Ask the individual to name the items and tell the cost of each.
2. Direct the individual to select the coins needed to purchase items from the Shopping List Worksheet and express the sum of those coins. The Coin Value Worksheets may be used when needed.



Mopping the Floor
Skills Profile

Name ______________________ Date __________

Instructor ______________________ Program __________

☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					RECEPTIVE LANGUAGE SKILLS
					1. Object recognition
					2. Recognition of objects needed for a routine task
					3. Picture search
					4. Recognition of action pictures
					5. Follow single-step directions
					6. Respond to simple questions
					7. Follow sequenced picture directions
					8. Picture sequencing
					9. Word search
					10. Word closure
					11. Word, phrase, or sentence match
					12. Word search puzzles
					13. Crossword puzzles
					14. Shopping and understanding money

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☒ Skill accomplished
⧄ Skill emerging
☐ Skill not yet developed

Dates					
					EXPRESSIVE LANGUAGE SKILLS
					1. Label objects or pictures
					2. Request objects needed for a routine task
					3. Label or request actions
					4. Express action steps, using a word, phrase, or sentence
					5. Answer simple questions
					6. Request objects, using a sentence
					7. Request help
					8. Indicate completion
					9. Request information
					10. Express varied sentence structures and pragmatic functions
					11. Express and read an experience story
					12. Name coins and express value of money

Comments:

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Mopping the Floor
Goals and Objectives

Name ______________________________ Date ____________

Instructor ____________________________ Program __________

________ Annual goal: To improve receptive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will recognize objects used in mopping the floor when given a choice of three objects and asked to "Show me (object)."	______out of ______times
	2. The individual will recognize objects needed for the routine task of mopping the floor.	______out of ______times
	3. The individual will recognize pictures of objects used in mopping the floor, given the Picture Search Worksheet.	______out of ______times
	4. The individual will point to pictures of actions associated with mopping the floor, given pictures from the Flip Book and the directive "Show me (action)."	______out of ______times
	5. The individual will complete actions necessary for mopping the floor when given single-step directions.	______out of ______times
	6. The individual will respond to simple questions about the task of mopping the floor, given the choice of three pictures.	______out of ______times
	7. The individual will follow sequenced pictures to complete the task of mopping the floor, given the Flip Book.	______out of ______times
	8. The individual will correctly sequence pictures for the task of mopping the floor, given pictures from the Flip Book.	______out of ______times
	9. The individual will recognize the words indicating items needed for the task of mopping the floor, given the Word Search Worksheet.	______out of ______times
	10. The individual will fill in the missing letters of the vocabulary words used in mopping the floor, given a Word Closure Worksheet.	______out of ______times
	11. The individual will match single words, phrases, or sentences to action pictures from the Flip Book.	______out of ______times

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	12. The individual will recognize and circle the words indicating items and actions associated with mopping the floor, given a Word Search Puzzle.	______out of ______times
	13. The individual will complete a Crossword Puzzle by filling in the appropriate words used in mopping the floor.	______out of ______times
	14. The individual will select objects and count the correct amount of money, given the Shopping List Worksheet and real objects.	______out of ______times

________ Annual goal: To improve expressive language skills
________ Annual goal: To improve housekeeping skills

OBJECTIVES:
✓ to indicate selected objectives

	1. The individual will label objects or pictures of objects used in mopping the floor.	______out of ______times
	2. The individual will request objects needed to complete the routine task of mopping the floor.	______out of ______times
	3. The individual will label or request actions or pictured actions associated with mopping the floor, given pictures from the Flip Book.	______out of ______times
	4. The individual will express each action step of the task, using single words, phrases, or sentences, given the Flip Book.	______out of ______times
	5. The individual will answer simple questions about the task of mopping the floor.	______out of ______times
	6. The individual will request items needed for mopping the floor, using the request "I want (object)" or "May/Can I have (object)?"	______out of ______times
	7. The individual will request help when assistance is needed.	______out of ______times
	8. The individual will indicate completion of the task by expressing "I'm finished" or "I'm done."	______out of ______times
	9. The individual will ask for information about the task of mopping the floor.	______out of ______times
	10. The individual will use varied sentence structures for differing communicative purposes (syntax and pragmatics).	______out of ______times
	11. The individual will read the pictures or words in an experience story.	______out of ______times
	12. The individual will name coins and express the value of the money, given the Shopping List Worksheet and real objects.	______out of ______times

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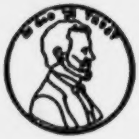
Supplementary Reproducible Materials

Coin Value Worksheet #1

1¢ =



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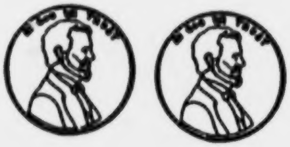

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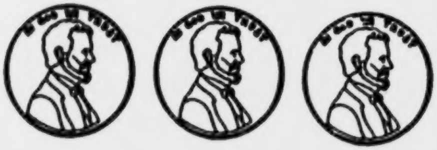

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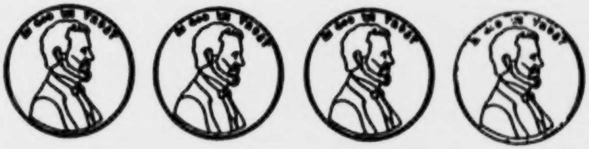

Coin Value Worksheet #2

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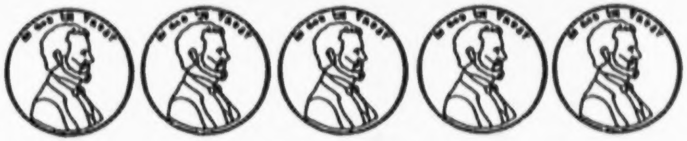

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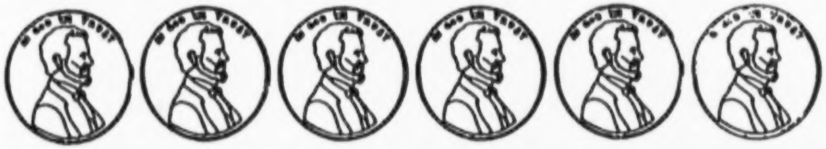

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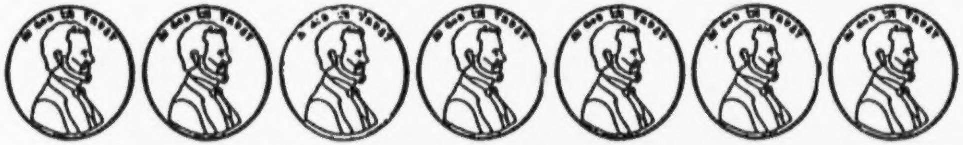

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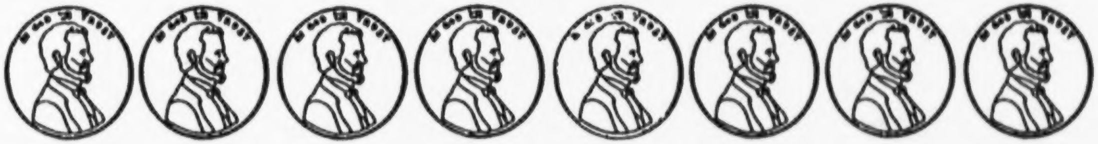

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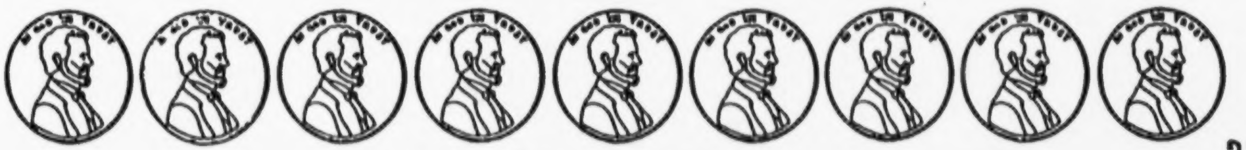
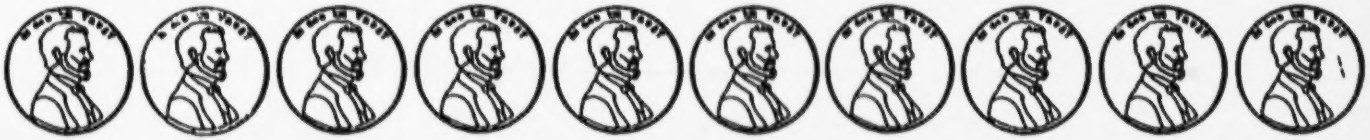


325

324

10¢ =



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Coin Value Worksheet #3

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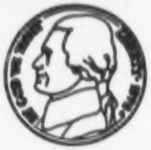

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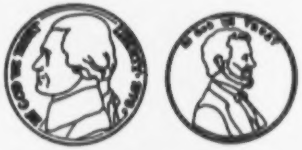

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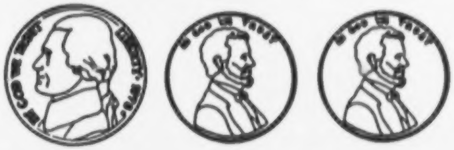

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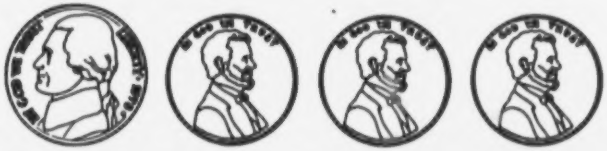

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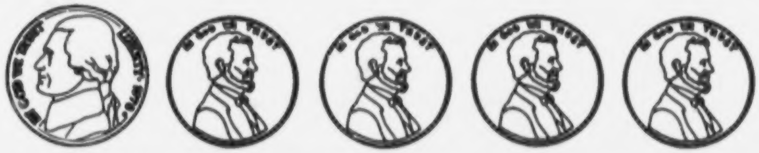

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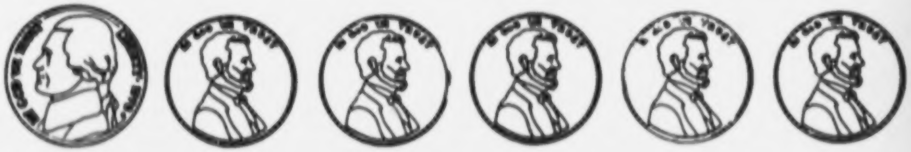

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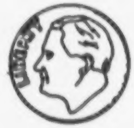
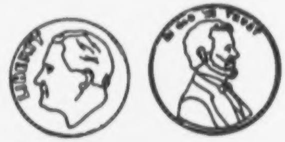
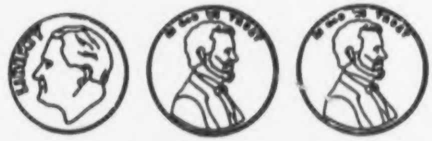
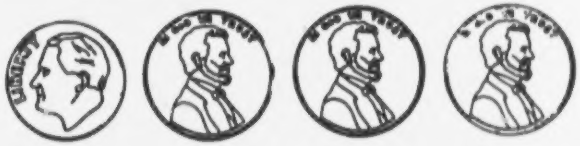
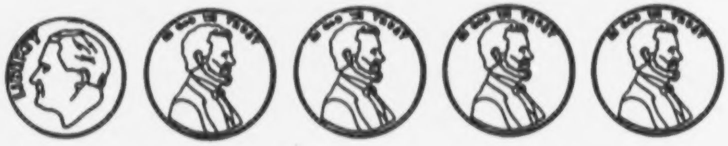
10¢ = 

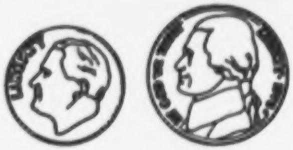
11¢ = 

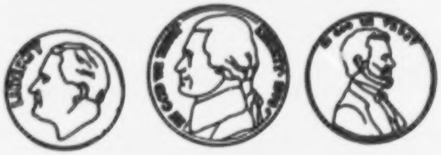
12¢ = 

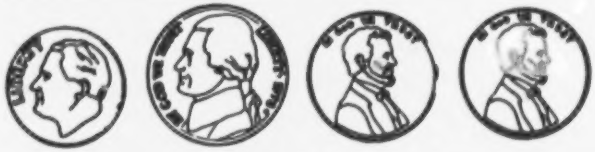
13¢ = 

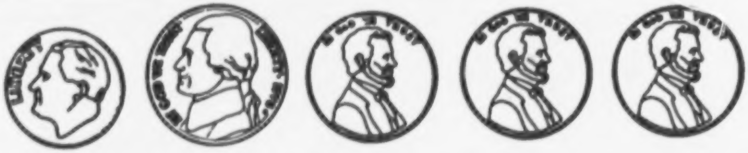
14¢ = 

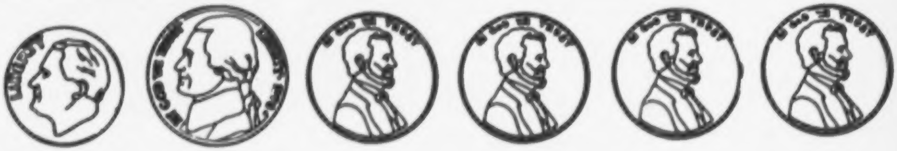
Coin Value Worksheet #5

15¢ = 

16¢ = 

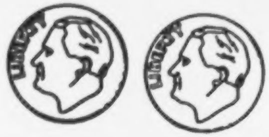
17¢ = 

18¢ = 

19¢ = 

Coin Value Worksheet #6

20¢ =



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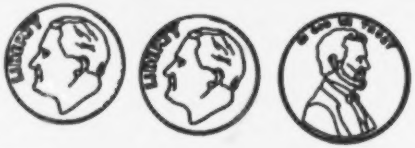

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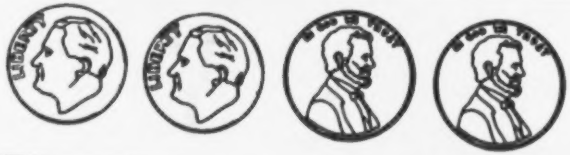

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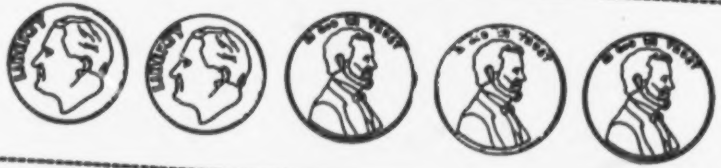

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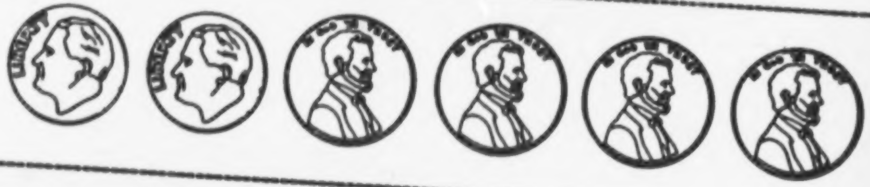

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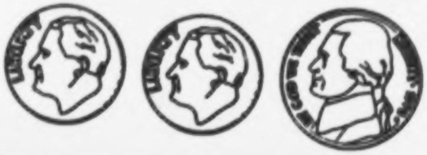

Coin Value Worksheet #7

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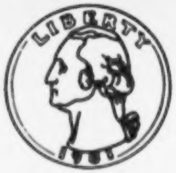
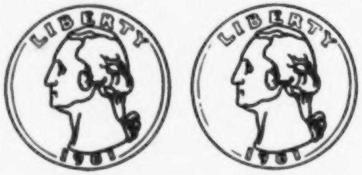
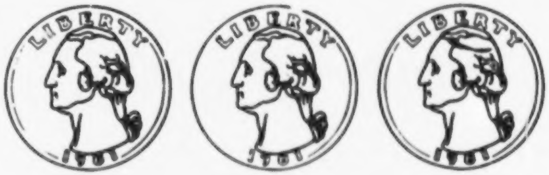


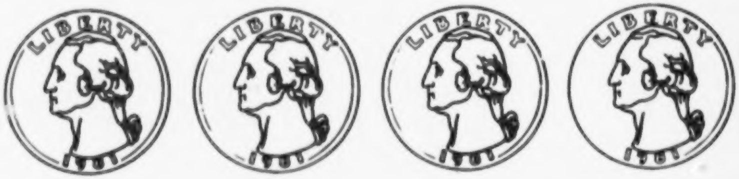
50¢ =


LIBERTY
LIBERTY

75¢ =


LIBERTY
LIBERTY
LIBERTY

$1.00 =


LIBERTY
LIBERTY
LIBERTY
LIBERTY

Coin Value Worksheet #8

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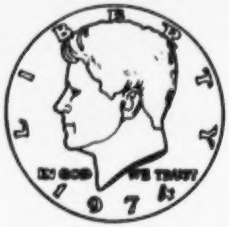
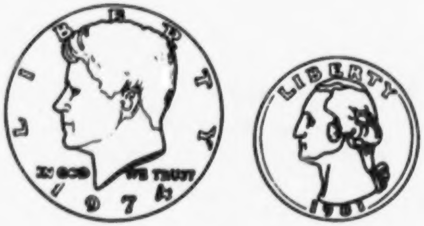
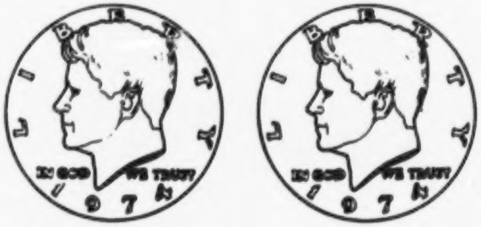

LIBERTY
IN GOD WE TRUST
1971

75¢ =

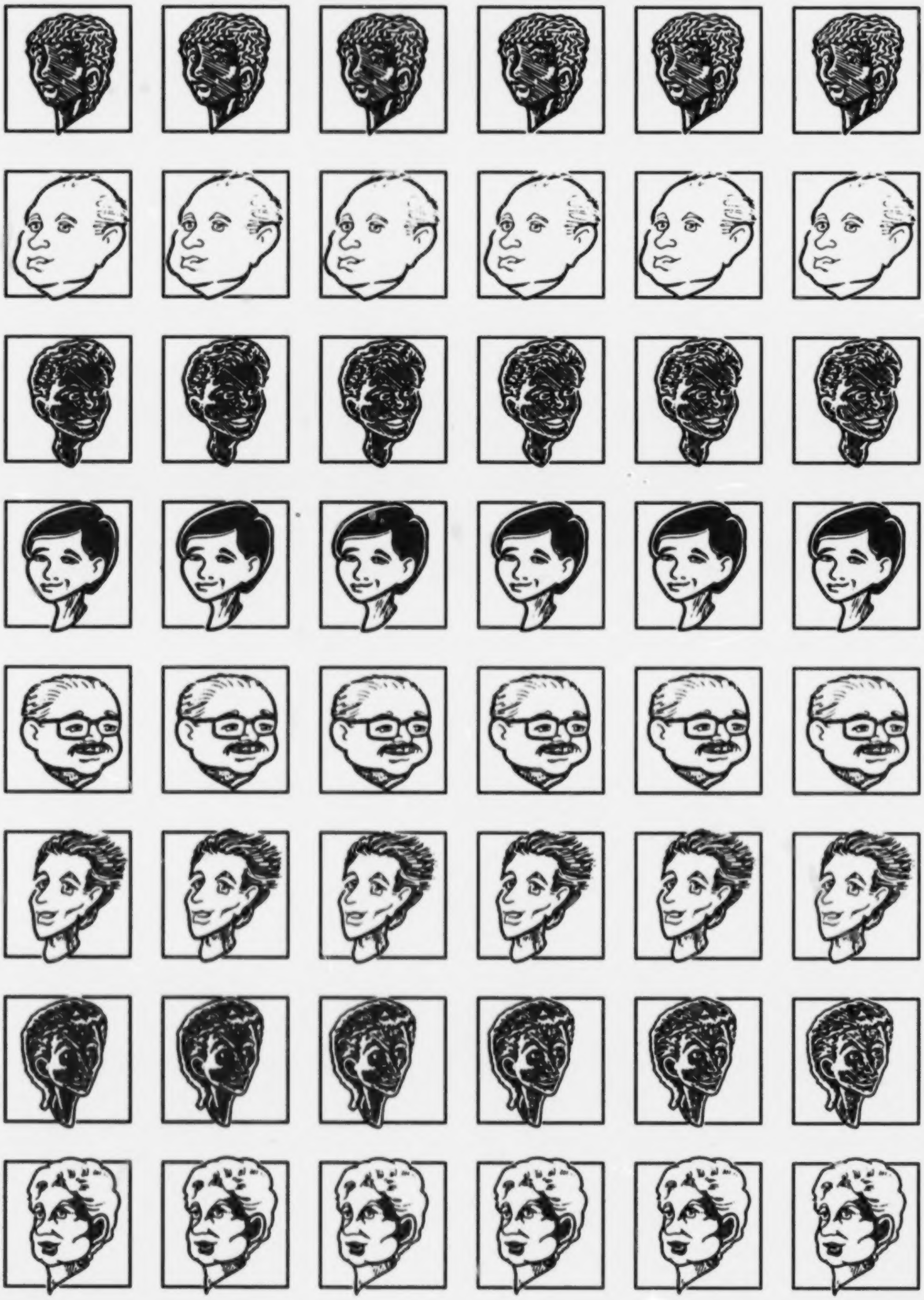

LIBERTY
IN GOD WE TRUST
1971
LIBERTY

$1.00 =

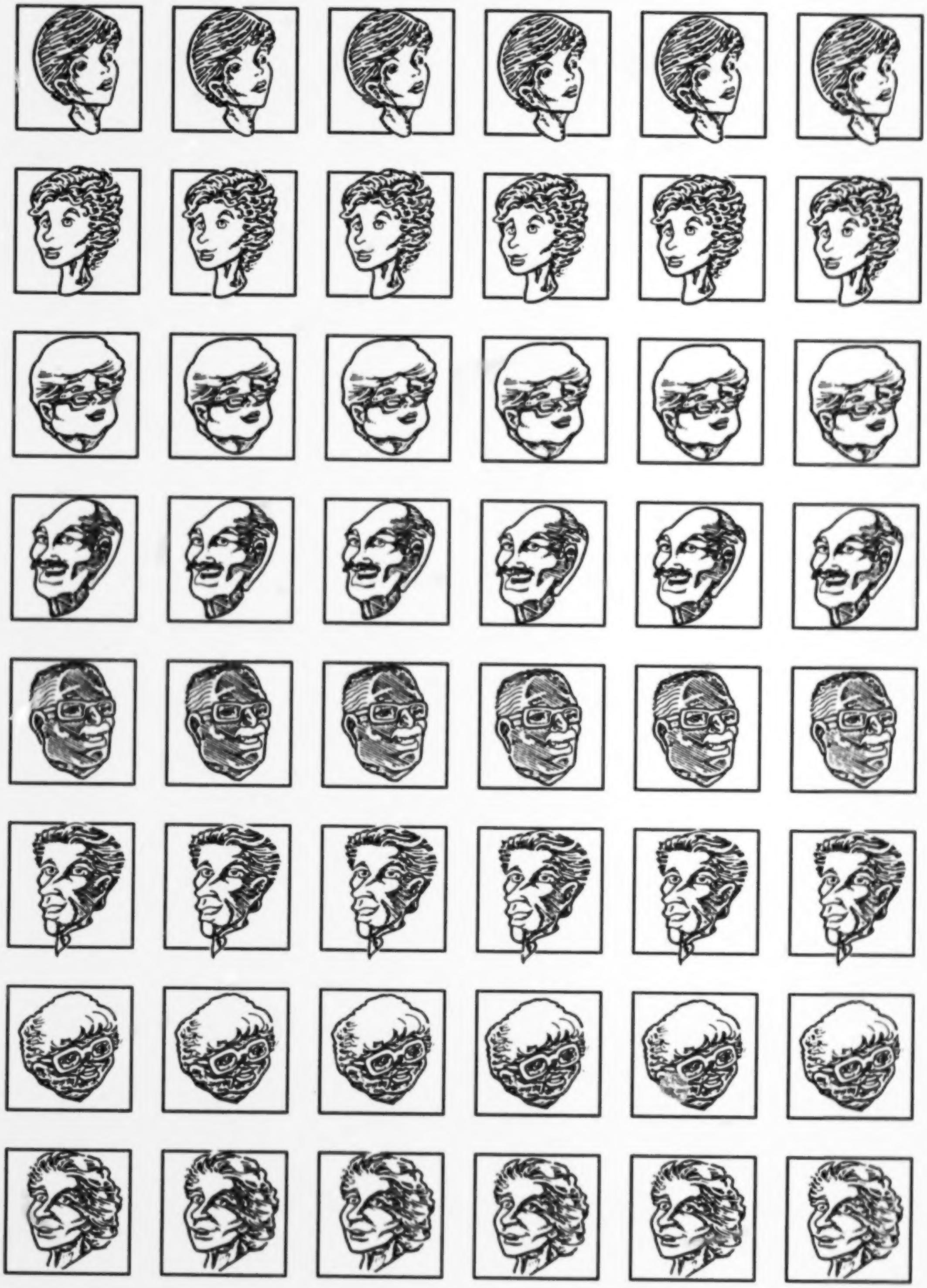

LIBERTY
IN GOD WE TRUST
1971
LIBERTY
IN GOD WE TRUST
1971

Experience Story Faces

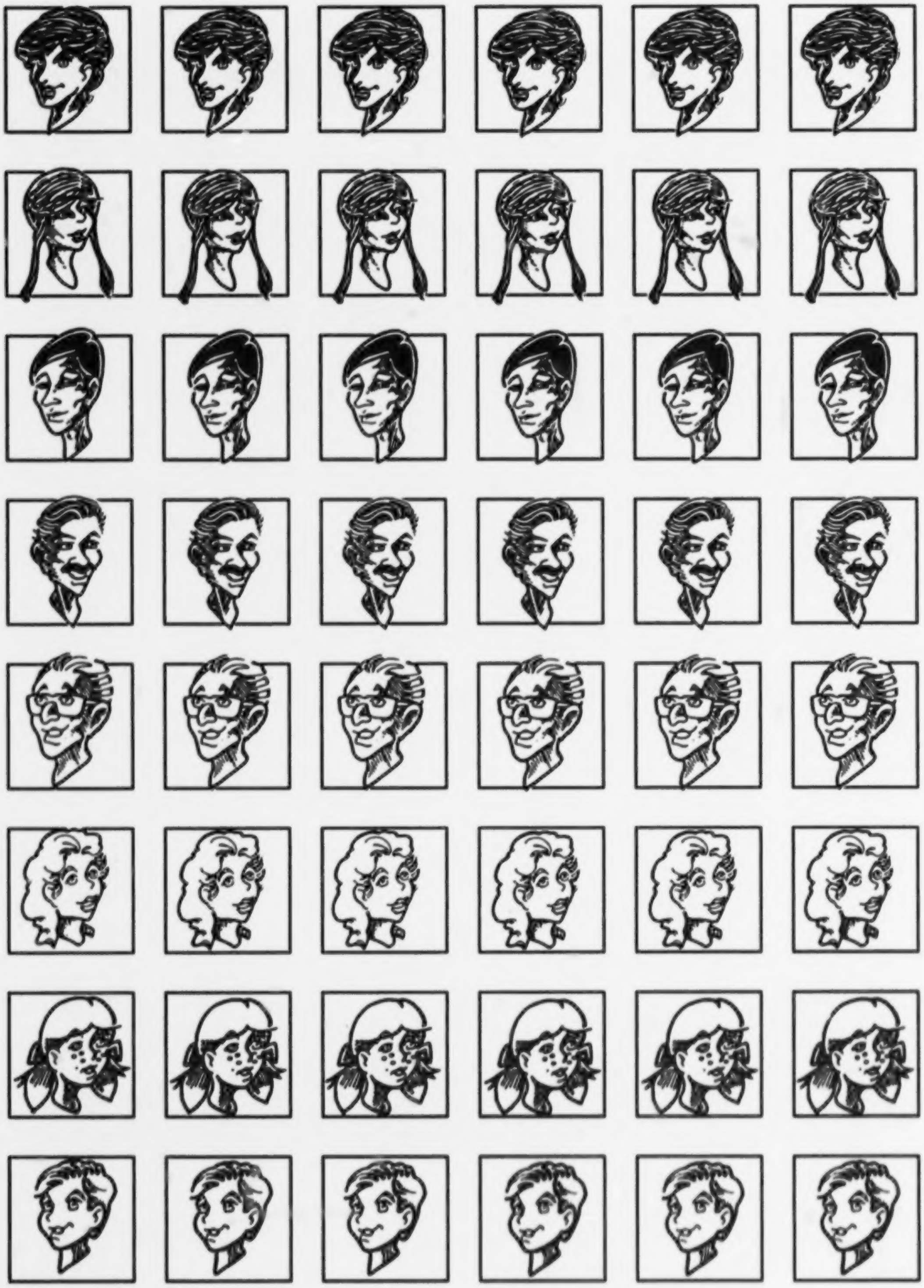
Experience Story Faces



Experience Story Faces



Experience Story Faces



Data Chart

Name ______________________ Chore ______________________

Objective ____

S—Independent/Spontaneous
I—Imitate Model/Demonstration

PC—Physical Cue
M—Manipulation

VC—Verbal Cue

Skill	Date														

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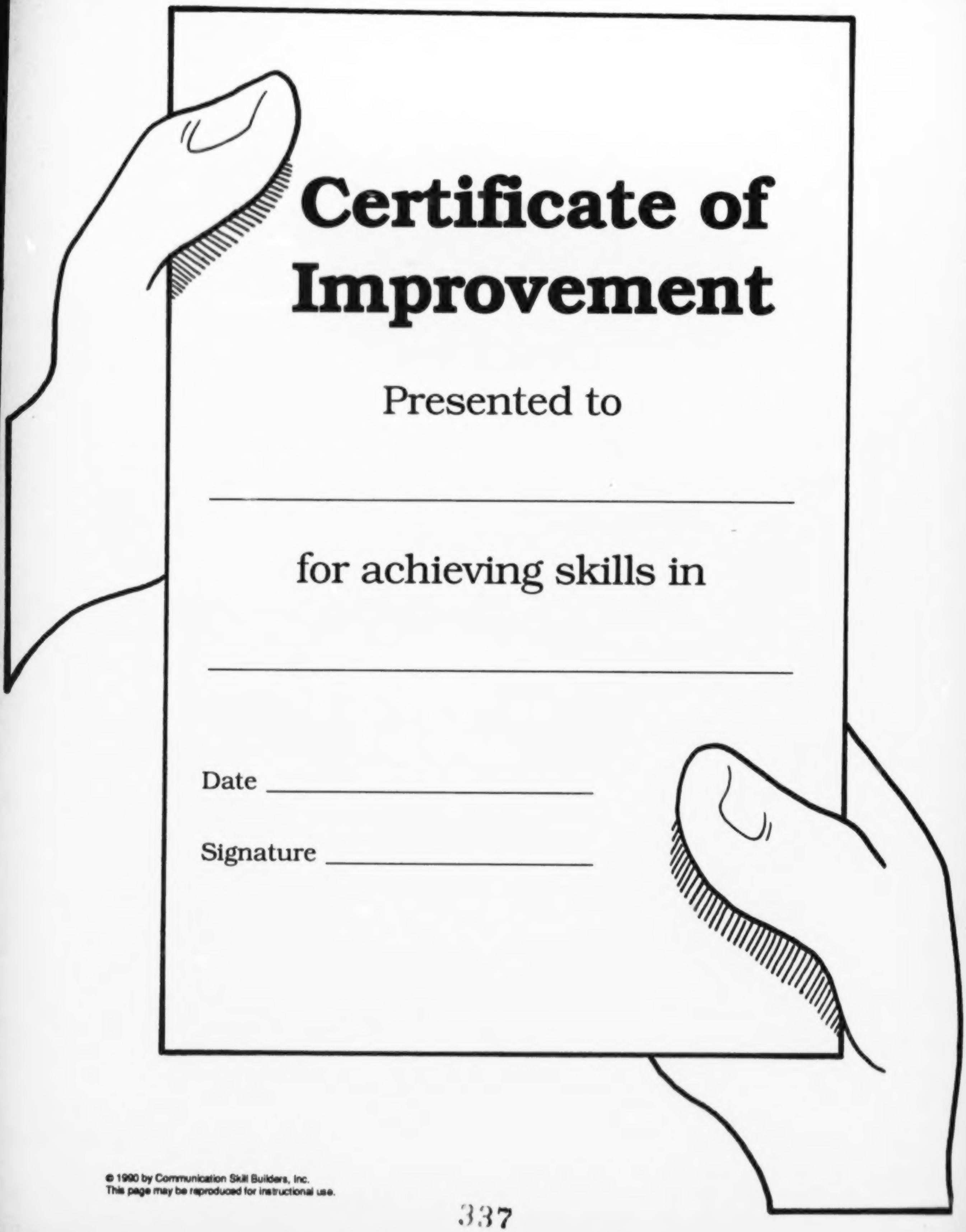


Certificate of Improvement

Presented to

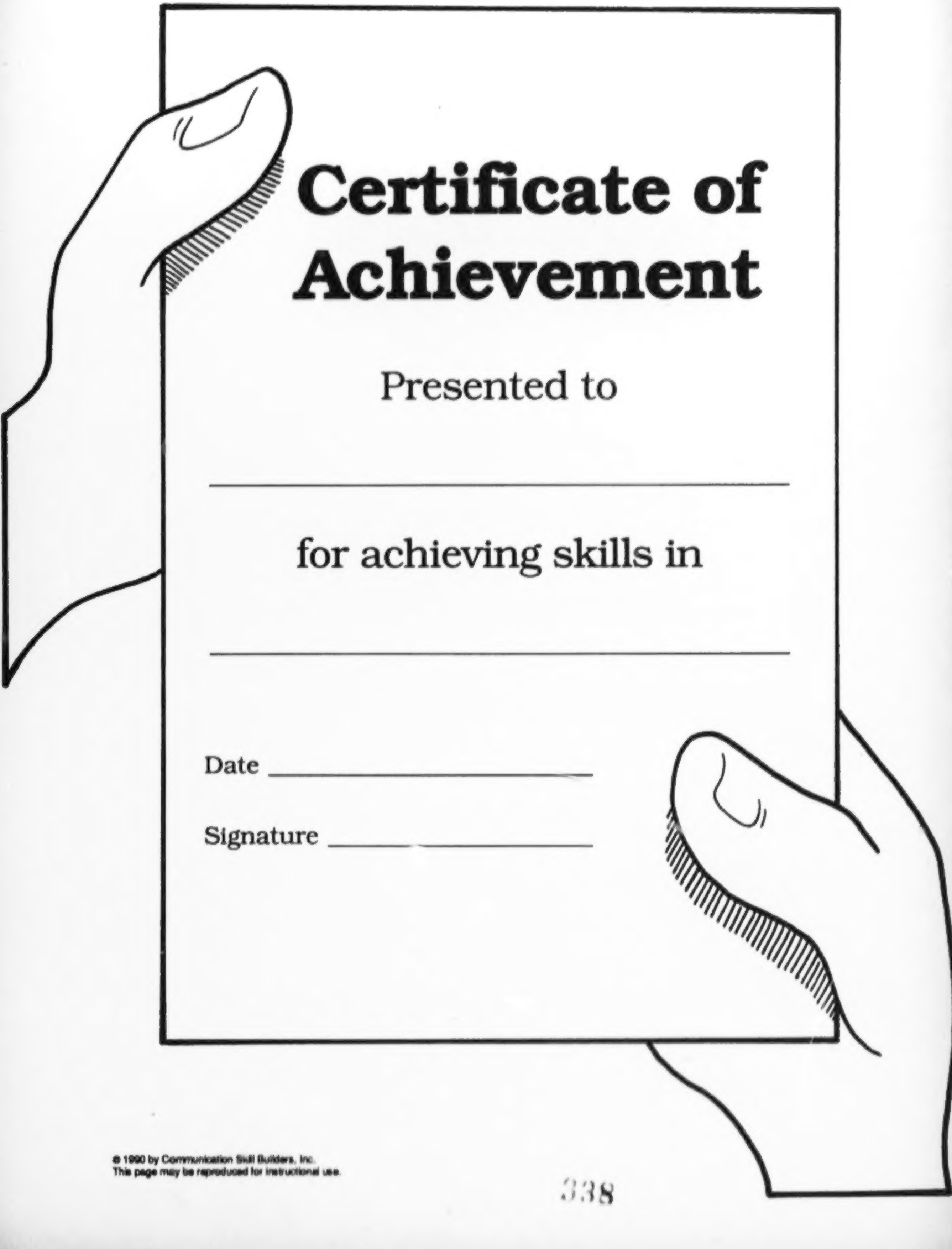
____

for achieving skills in

____

Date ____________________

Signature ________________



Certificate of Achievement

Presented to

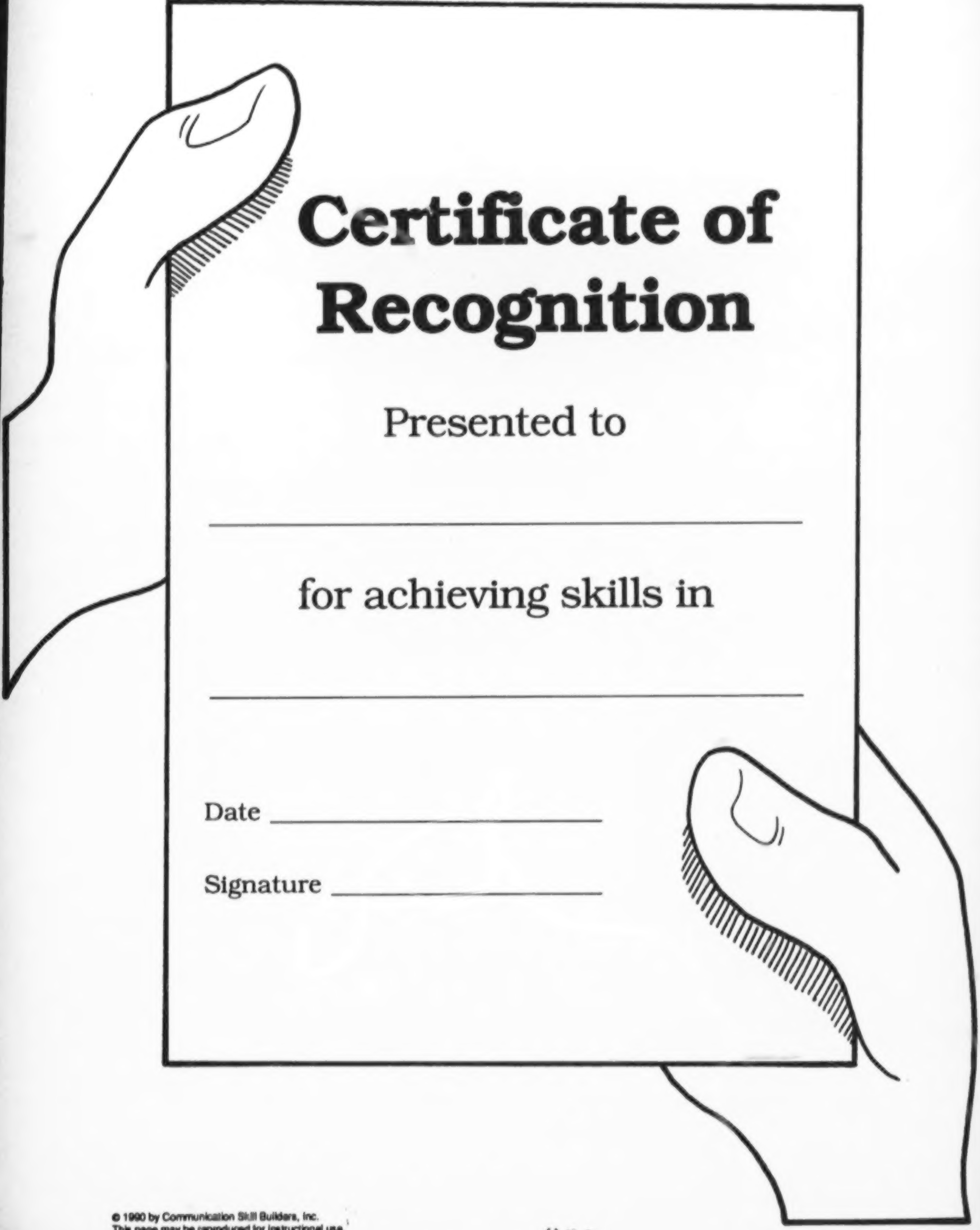
____

for achieving skills in

____

Date __________________________

Signature ______________________



Certificate of Recognition

Presented to

____

for achieving skills in

____

Date ____________________

Signature ________________

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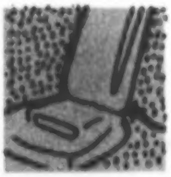

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